

Green Meadow Primary School

Subject Intent, Implementation and Impact Statements

September 2022



*Rights Respecting Schools' Article/s A29:
Education must develop every child's
personality, talents and abilities to the full.*

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Art and Design

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Intent:

It is our intent at Green Meadow Primary School to provide all children with high-quality Art lessons which engage, inspire and challenge pupils and to ensure children produce creative and imaginative work. Children will have the opportunity to explore with their ideas, record their experiences and evaluate (developing vocabulary) their own work as well as others. By the end of our children's primary education, children will become confident and proficient in a variety of techniques including drawing, painting, sculpting and printing whilst creating their own crafts and designs. Children will also identify and learn craft skills such as collage, weaving and creating patterns. Whilst gaining and developing new skills, children will also develop their knowledge of famous artists, designers and craft makers and make links to the wider world by understanding their historical and cultural developments.

Implementation:

Learning will be structured and sequenced which will create outcomes linked to the children's termly topics. Weekly sessions will be delivered by a specialist teacher in a specialist room. This will offer high-quality teaching to equip the children to explore, record, create and evaluate their skills whilst building on their previous knowledge. Each termly Art topic will be linked to an artist which the children use for inspiration. Each child will use their sketch book to explore, develop and refine their skills. An annual Art week provides opportunities for children to apply the skills and knowledge they have learnt within the Art curriculum in range of different contexts. This culminates in a whole school exhibition which showcases the children's high-quality artwork created by all children in school.

Impact:

The impact is to create a love of Art and design for pupils across school and to equip them with the necessary skills to produce high-quality work.

Pupils will:

- gain a knowledge of different artists, styles, skills, techniques and media which will equip them to produce high-quality artwork through the application of what they have learnt.
- be able to speak confidently about their art and design work using key vocabulary.
- through ongoing evaluation and self-reflection, learn how to improve their outcomes and build on prior learning to develop as artists.
- be able to discuss the artists they have looked at and how they were inspired by these pieces to create their own examples.

Computing

Intent:

It is our intent at Green Meadow Primary School to provide all our children with a high-quality education in Computing, which prepares them for life in the rapidly changing 21st Century world. Our Computing curriculum will enable children to use computational thinking and creativity to further understand our world.

It will aim to develop children's Computing skills so that they become digitally literate and meet the objectives for the end of Key Stage Curriculum objectives, as well as providing many opportunities to use technology for a purpose and develop their love of learning. They will be able to use, and express themselves and develop their ideas through, information and communication technology and use technology for a purpose with links to other areas of the curriculum. It is also our intention to ensure that by the end of our children's primary education, they have acquired an understanding of how to use a range of technology and programmes confidently and safely. Children will have a good understanding of E safety.

Implementation:

Our Computing curriculum has been designed to develop not only our children's Computing skills, but also their love of learning and equip them to succeed in the 21st Century. Our Computing curriculum will be taught through the I compute schemes of work that provide full statutory coverage of the National Curriculum for Computing at EYFS, Key Stage 1 and Key Stage 2. All year groups will use the scheme and be taught through discrete lessons throughout the term as well as through cross-curricular opportunities that support other areas of learning across the school. It is comprised of three aspects: Digital Literacy, Computer Science and Information Technology. Children will learn how to develop ideas, communicate, collaborate, create and evaluate using a range of technology, tools and software not just in taught lessons but by embedding Computing into other curriculum areas. Children are taught to keep safe online through class discussions and regularly taught lessons about E-safety.

Impact:

Our Computing curriculum will ensure all pupils are digitally literate and confident users of technology

They will:

- Understand and use with increasing confidence a range of software, tools and equipment by the end of a Key Stage to meet the Curriculum objectives.
- Children will be able to safely use technology and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems. (E safety)
- Children will develop the required disciplinary and substantive knowledge of technology and digital systems through opportunities to use skills in different contexts and curriculum areas. (This is important in today's world where technologies and uses are rapidly evolving)
- Develop an interest and appreciation for Computing

Pupil voice is also used to further develop the Computing curriculum. This is used through the Subject leader collecting pupil voice conversations with children at the end of a term. This

will be used alongside the I Compute assessment tasks tracker to plan next steps and help identify gaps and/or misconceptions.

Design Technology

Intent:

It is our intent at Green Meadow Primary School to provide all our children with a progressive, high-quality education in Design Technology (DT) as they journey through the school. We aim to offer coherently planned sequence of lessons with the aim to inspire children through a range of practical experiences. These carefully planned lessons will influence children to create their own designs which solve real and relevant problems, investigate, and evaluate existing products, to design products with a 'purpose in mind', and to take risks and innovate when they are designing or creating a product. Children's interests are captured through theme learning and we aim to make cross curricular links within our planning which will give children motivation and meaning to their learning – Mathematics, Science, English and History. Skills are taught progressively to ensure that all children can learn and practice to develop as they move through school and develop their knowledge and understanding further. Evaluation is an integral part of the design process and children are given opportunities to evaluate past and present technology, its uses, and their impacts. Our goal is to influence children's passion and love for this subject and to inspire them to become designers or makers of the future. At Green Meadow, we wish to raise aspirations and allow children to envision themselves taking part in different roles within the Design Technology industry.

Implementation:

Our Design Technology curriculum has been designed to develop children's skills and understanding within each lesson, following an iterative process. The structures of lessons at Green Meadow consider children's prior knowledge and teachings whilst addressing any gaps within the learning (due to Coronavirus). Technical vocabulary will be taught and displayed in learning environments relevant to each year group to support their understanding and allow children to become more familiar with the language relating to designing and evaluating. Using their Oracy and communication skills, children will be given the chance to show their understanding of key vocabulary and the technical language that they have been taught to present their ideas to the class.

In Key Stage 1, children will develop skills which will help them to generate ideas from their own experiences, identify the purpose of what they are designing and what it will be used for. They will also get the opportunity to explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products, use a variety of tools safely and to use finishing techniques to improve their product. They will learn how to evaluate a product, to analyse what went well, what could have been made better and what they would change if they were to make this again. In Key Stage 2, children will start to grow in confidence and generate ideas for an item, considering its purpose and the user/s and be able to identify a purpose and establish criteria for a successful product. Children will have the opportunity to learn about inventor, designers, engineers, chefs, and manufacturers which will also allow cross curricular links with Mathematics, English, Science and History.

Impact:

At Green Meadow Primary School, children will design and create a range of products. A good quality finish will be expected in all design activities with each activity made appropriate to the age and ability of the children. We want to ensure that Design Technology is loved by both teacher's and pupils across the school, therefore encouraging them to want to continue building on skills and understanding, needed for now and in the future. Within Green Meadow Primary

School, the learning environment across EYFS and both key stages will be consistent and engaging, including key vocabulary and opportunities for children's final products to be displayed to increase the profile of Design Technology. Impact can be measured through key questioning skills built within lessons, pupil voice to allow children the opportunity to express their views on Design Technology and a carefully planned action plan to assess how the school is progressing with Design Technology.

Reading (Phonics)

Intent:

At Green Meadow Primary School, reading is a top priority and is a key driver for our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence. We therefore aim to encourage all pupils to read widely across both fiction and non-fiction texts to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and to develop their comprehension skills. We are committed to providing vocabulary rich reading material across the curriculum.

Implementation:

The systematic teaching of phonics has a high priority throughout EYFS and KS1. At Green Meadow Primary School, we use a synthetic phonics programme called Read Write Inc. produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, Year 1 and Year 2 have daily phonics sessions in small sized ability groups where they participate in speaking, listening, writing, spelling and reading activities that are matched to their current needs. Staff are trained to deliver RWI and receive regular training updates to maintain high quality delivery. As well as whole staff training, those delivering RWI daily are supported and mentored through regular drop ins and team teaching by the RWI Reading Leader. Trained staff use observations and continuous assessment to ensure children are challenged, and to identify those children who may require additional support. The KS1 RWI leader also completes regular RWI assessments and plots children in their groups, which ensures children are grouped appropriately in phonics. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. When children are ready to move away from the RWI programme, reading is developed through whole class reading, using quality texts and focused skill teaching. Strong links are made between reading and writing.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and then again at the end of Year 2 for those children who did not achieve the required standard at the end of Year 1. We give all children the opportunity to enter the magical worlds that books open to them. We promote reading for pleasure as part of our reading curriculum.

Reading

Intent:

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Implementation:

Children are taught the skills of reading through whole class reading sessions. High quality texts are carefully selected to expose children to a range of books and genres written by both classic and modern authors. Selections are carefully made to engage and challenge our learners. Where appropriate, texts also linked closely to our topics. This allows further opportunity for children to increase their knowledge and understanding. Teachers deliver a series of structured reading lessons. Children read as a class, with a partner and individually to further develop their oracy skills. Building on the phonic foundations established in Key Stage 1, there is a firm focus on the understanding of vocabulary and text analysis. Class discussion and weekly comprehension sessions allow teachers to assess the children's understanding and provide differentiated support. Children are further exposed to a range of texts through book studies. These texts are carefully selected under categories identified as 'The 5 plagues of the developing reader' by Doug Lemov. By reading these text types, learners will be able to navigate reading with increasing confidence. After whole class teaching, smaller reading groups enable teachers to further question and support learners where needed. Children who still require additional support, read to an adult one to one. This facilitates additional phonic practise and one to one questioning to improve their comprehension skills.

Reading at home is actively encouraged at KS2. We hold monthly raffles, for those pupils who read at home and complete their reading bookmark. Those pupils who are chosen in the raffle can select a book from our book vending machine.

With the overarching aim to produce learners with a love of reading at Green Meadow, we actively encourage reading for pleasure. This is promoted through:

- daily reading for pleasure;
- access to a wide range of books from the school library;
- access to books through individual classroom libraries;
- teacher led story times;
- school reading competitions;
- participation in events such as World Book Day.

Impact:

Attainment in reading is measured by weekly comprehension, the use of 'optional' standardised tests such as NFER tests and the Key Stage 2 SATs tests. By the end of Key Stage 2, children should be competent readers who have a thirst for reading a range of

genres. They can actively engage in discussions about books and are able to evaluate language and discuss the effect on the reader. At Green Meadow we aim for children to have developed a love of reading and actively engage in the inspirational experiences that reading can provide

Writing

Intent:

Our aim at Green Meadow Primary School is to encourage children to be independent, creative and confident writers who can write for a range of audiences and purposes across different text types, using appropriate grammar, punctuation and spellings. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality challenging texts. At Green Meadow Primary School, we believe that success in writing is partly determined by your experience of reading. A child who has heard many stories and is familiar with a wide range of conventions in different text types will be able to draw on them in their own writing. We aim to provide and explore a wide range of high-quality model texts and a rich vocabulary, that pupils can accurately apply and creatively innovate from. Furthermore, we aim to provide frequent, purposeful, and varied opportunities to write across the curriculum, enabling the children to make judgements concerning the tone, style, format and vocabulary appropriate to the audience.

Implementation:

Based on the National Curriculum, we teach employing the four stages of immersion, analysis, plan and write to a range of non-fiction, fiction and poetry genres. Our long-term English plan ensures that all genres are mapped out across each year group. High quality texts, linked to our class topics, model the language, vocabulary, structure, punctuation and grammar that we expect our pupils to independently apply in their own speaking and writing. Our progression document carefully plans for progression in genres and toolkits such as setting, tension and characterisation. Basic skills and agreed consistencies underpin writing in all areas of the curriculum. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose.

The four stages of writing (1) Immersion – getting to know the model text: All units begin with a hook for writing. The children read a modelled text which provided an accurately pitched example of the genre with the toolkit pitched for each year group as reader. They discuss the ingredients of the genre and think about the effect on the reader and how writers create this. This enables pupils to co-construct with the teacher a writers' toolkit of the conventions that they can apply in their own writing. (2) Analysis- During this phase, it is vital that teachers model the writing process and demonstrate the ambitious high standards expected of all children. Explicit teaching of grammar, punctuation and spelling is taught through use of the shared text and shared writing. Guided Writing and scaffolded group work are also used to further consolidate and develop writing skills. (3) Plan – Pupils gather information to support the content of their final outcome for the text type.

. (4) Write - By this stage, the children are familiar with the style and structure of the text type. They are now ready to independently produce a final outcome. We encourage pupils to plan, draft, proofread, edit, and revise their writing through the compositional process. Pupils use purple polishing pens (KS2), peer and self-feedback and explicit edit and improve lessons. This is written in their green assessment progress books, which travel with them throughout the school to show the journey of their writing development. The lessons leading up to the assessment piece are completed in children's writing books. This includes planning, drafting, and editing. Children are still able to edit their final draft in their assessment books.

Pupils are given a language rich curriculum and are encouraged and shown how to effectively use interesting and adventurous language in their writing. We expect and encourage children to present their work neatly so handwriting and fine motor skills are taught throughout the school. Learners continue to embed and refine their narrative writing skills. During Key Stage 2, learners also gain in-depth knowledge of other text types e.g. persuasion and discussion. This enables them to become confident writers in a number of both fiction and non-fiction text types by the end of year 6. As with Key Stage 1, grammar is taught and becomes more challenging as learners progress towards Year 6.

Grammar, Punctuation and Spellings (GPAS)

GPAS skills are explicitly delivered during short mental starters at the beginning of writing lessons in KS1 and KS2. These generally link with the current days learning and may also be used to address common errors from previous learning.

Spelling

Pupils are taught to 'Fred talk' the sounds in words and learn the complex code of alternative spelling patterns in Read Write Inc lessons. Spelling teaching is interwoven throughout English and across the curriculum.

Spelling Shed

From Years 2- 6, children have access to the Spelling Shed online learning platform. This engaging resource is used to promote and encourage spelling through a range of age-appropriate activities and quizzes carefully selected by the class teacher. The programme focuses on the spellings and spelling rules required for children to become confident spellers by the end of Year 6. This is also used to set differentiated learning to provide targeted support and challenge for learners where required.

Handwriting

Children learn precursive handwriting (with lead ins and lead outs) and letter formation as part of their RWI sessions in EYFS. In Year 1, children start to use cursive handwriting. Cursive handwriting aids fluency and speed, helps to eliminate letter reversals, supports spelling and improves presentation. We aim for children to be using joined handwriting during KS1 and be accurate by KS2. Learning walks and lesson observations ensure that all staff have a clear understanding of how children learn to write.

All teachers and teaching assistants ensure that their own speaking, listening, writing and reading of English supports children in developing their language and vocabulary well. This ensures consistency in teaching and learning from one year to the next.

Assessment - Regular progress meetings are held and there is particularly close monitoring of children making slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and additional support is provided to enable them to keep up. Half termly, children complete a writing assessment using a text type they have been practising by completing a 'final outcome'. This is recorded and assessed against Year group standards by class teachers. These allow teachers to identify common strengths and gaps as children work towards their end of year standards. They can then adapt the focus of their planning accordingly.

Impact:

Writing assessment is ongoing throughout every writing lesson and across the curriculum to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given feedback and next steps to respond to

in order to personalise learning and provide the children with opportunities to edit and improve their own writing.

The impact will be measured through:

- Book scrutinies - showing clear progression in application of skills and knowledge, cross curricular links being made, correct use of vocabulary and appropriate differentiation.
- Lesson visits - demonstrating children's enthusiasm about and engagement with their learning.
- Pupil Voice - evidence children's enthusiasm for the subject, aspirations for English based career choices and children's abilities in recalling and applying their English knowledge to a range of contexts.
- Parent voice - evidence an understanding of the English learning their child/ren is/are exposed to as well as the vocabulary they have been introduced to.
- Learning environment - demonstrating the writing stages of Immersion, Analysis, Plan and Write, subject specific vocabulary and key concepts learned, as well as a celebration of the learning journey (where appropriate).
- Assessment data – demonstrates the systematic acquisition of reading and writing skills and knowledge assessed through practical application and recall.

Geography

Intent:

At Green Meadow we believe that Geography enables children to develop an understanding of the world and their place within it. We want children to be inspired to find out more about their surroundings, both natural and human, and use their curiosity to build their investigate skills and ask questions about their environment. We want children to be able to articulate and discuss issues that affect them and use geographical terminology with confidence. Geography at Green Meadow is delivered through our exciting and themed, topic-based curriculum. We believe this best captures our pupils' imagination and allows for the four areas of the NC to be taught progressively and in depth, with links to other subject areas. We want children to have a secure understanding and 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 move through the school, topics have been designed to ensure they build on this knowledge of the world and their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. Alongside our themed curriculum, our strong personal development curriculum ensures cross-curricular links are made with children's spiritual, moral, social and cultural development, so that they learn about the human impact on our environment and are empowered to do more to protect it.

Implementation:

Geography at Green Meadow is delivered as part of a topic-based curriculum, where the focus is predominantly on history or geography objectives but allows for cross-curricular links and writing opportunities. As they progress through the school, all children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Topics begin by establishing what the children already know and they are encouraged to ask questions and consider what they would like to find out. Learning in lessons is enhanced by the opportunity for children to create their own research projects at home and share this with their peers.

In KS1, children begin to use maps and recognise physical and human features to do with the local area. As part of their 'Houses and Homes' topic, year one pupils enjoy fieldwork activities as they explore the local area and what makes this unique. This is developed further in year 3 when pupils study 'Birmingham' which features fieldwork activities and considers land use. In year 4, children learn about our 'Extreme Earth', developing their locational knowledge of extreme environments and exploring their physical characteristics. Geographical vocabulary and key words for each topic are taught, displayed clearly and regularly revisited. Where topics are primarily history based, there are planned opportunities for children to develop their geography skills, for example in Year 3's 'Romans' topic, children use maps to locate Roman roads in Britain and consider their importance. At Green Meadow we want children to have a clear understanding of the geography skills they will be developing during a session and clear reference will be made to this.

As part of these topics and during class and whole school assemblies, children are encouraged to question and reflect on the environmental impact of human activities, and

this is supported by the work of our school's eco-committee which represents children from across the key stages. In Year 4, as part of their 'Blue Planet' topic, they explore the human environmental impact in more depth in the context of oceans and consider ways to improve the world they live in.

Impact:

As a result of their learning experience at Green Meadow, we want children to love Geography, to be curious about the world around them and to ask questions about it. Through carefully planned and engaging topics, children will have a good understanding of what makes their local area unique, as well as their place in the wider world. They will participate enthusiastically in lessons and be keen to undertake research projects, sharing what they have learnt with their teachers and peers. Geographical vocabulary will become embedded across the key stages so that children can confidently discuss geographical issues and ask questions. As part of their personal development and environmental awareness, children will express a desire to protect our Earth and discuss ways they can do this. The impact of our Geography curriculum will be measured through key questioning, pupil voice conversations, child-led assessments and summative assessments.

History

Intent:

It is our intent at Green Meadow Primary School to provide all children with a progressive sequence of lessons to develop the historical skills and knowledge required in the National Curriculum. Five core concepts underpin our curriculum; invasion and revolution change, social and cultural change, exploration, empire and technological and scientific advancement. These core concepts are weaved throughout everything we teach, allowing children to make links between what they have learnt. Our curriculum will build upon the skills developed in the EYFS, such as talking about past and present events in their own lives and in the lives of family members. We aim for all children to develop broad and balanced views and an understanding of their own heritage. Children will be taught local, British and global history giving them a stronger understanding of the world around them. It is our intention that as children move through school, they will become aspirational, confident learners with a passion for History.

Implementation:

Our curriculum is enriched with the use of quality videos, carefully chosen artefacts, external visitors and purposeful trips out of school. The structure of lessons at Green Meadow is progressive and considers children's prior learning and allows for revision of historical dates and facts. Through revisiting and consolidating skills, lessons will help build depth to children's historical understanding. Historical vocabulary will be taught and displayed in learning environments relevant to each year group and opportunities for children to use such vocabulary interlaced throughout the curriculum. As children move through school, they will become more confident with historical language. Oracy plays a key part in our curriculum and lessons always promote discussion and questioning. Children in Key stage two will be asked to question and reflect on sources they use, exploring primary and secondary sources, and evaluating their usefulness. The subject will be monitored by the History leaders and books and pupil voice, will be collected, and reviewed regularly to give a clear picture of History at Green Meadow.

Impact:

Our history curriculum will ensure all pupils succeed together. They will develop substantive and disciplinary knowledge set out by the National Curriculum. Our curriculum is implemented across the school with all classes receiving quality first teaching, monitored by the History leaders. Children will be proud of their school and learning environments and relish the opportunity to share what they have learnt with visitors and family members. Impact can also be measured through key questioning and pupil voice conversations. Children will be able to share their learning and retrieve information from previous topics taught and make links between periods of time. Progress will be seen through children remembering more and knowing more.

Maths

Intent:

At Green Meadow Primary School, we believe mathematics is an important part of pupil's development, from Early Years to Year 6.

We intend on delivering a curriculum which:

- Caters for all pupils, taking individual learning needs and starting points into consideration. Our lessons are creative, engaging and collaborative which gives a range of opportunities to explore mathematics following the Teaching for Mastery approach;
- Incorporates a sustained level of challenge through high-quality activities, which focuses on fluency, reasoning and problem solving.
- Allows pupils to become fluent in the fundamentals of mathematics so they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Recognises that mathematics underpins daily lives, beyond the classroom, and therefore it is vitally important that pupils are successful in each stage of their learning;
- Uses Quality First Teaching to ensure all pupils have the best learning opportunities;
- Allows independent learners to take responsibility of their learning;
- Provides a positive and resilient attitude towards mathematics;
- Allows pupils to reason mathematically by following lines of enquiry through discussion. Pupils can actively engage with peers and teachers using mathematical language;
- Provides equal opportunities for pupils to apply their mathematical knowledge to other subjects (cross-curricular links).

Implementation:

Our Teaching for Mastery approach to mathematics is designed to develop pupil's knowledge and understanding of mathematical concepts from Early Years to the end of Year 6. At Green Meadow, we follow the National Curriculum and use Maths No Problem as a guide to support teachers with planning and delivery of lessons. Lessons may be personalised to address the individual needs and requirements of a class, but coverage is maintained. We assign homework using Mathletics weekly, which links to the learning in school.

To learn mathematics effectively, some things must be taught before other, this is planned for using mathematical overviews and medium-term plans. To ensure all pupils have grasped the understanding of mathematical concepts being taught, teachers run catch-up sessions before the teaching of the next lesson to address misunderstanding and build mathematical confidence in the pupils. Pupils are taught through clear modelling and can develop their knowledge and understanding of mathematical concepts. The Teaching for Mastery approach incorporates the use of concrete resources, pictorial representations, and abstracts numbers/symbols to help pupils explore and demonstrate mathematical ideas and deepen understanding. Fact Fluency sessions are planned and delivered to ensure pupils develop a rapid recall of number facts, without using resources to work them out. This is extremely important to pupils for them to be successful in mathematics in each stage of their lives. There is an increase focus on multiplication recall in preparation of the Multiplication Times Tables Check for Year 4 pupils.

Using Assessment for Learning strategies at Green Meadow, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment

notes (where appropriate) and using these to inform our teaching and delivery of subsequent lessons. Summative assessments are completed at the end of each term; these results inform discussions in termly Pupil Progress Meetings and update our assessment tracker. The main purpose of all assessment is to always ensure we are providing excellent provisions for all pupils and inform senior leaders of specific CPD opportunities.

At Green Meadow, we believe that CPD plays a vital role in ensuring our teachers are confident in their subject knowledge to lead mathematical lessons. We use monitoring of lessons to plan training sessions, where we frequently share ideas and strategies that are effective. We take part in training opportunities and regional networking events, such as the NCETM Maths Hub work groups.

Impact:

When pupils leave Green Meadow, we believe they will have a positive attitude to mathematics, as both an interesting and valuable skill set linked to everyday life. Our pupils will have the confidence to work collaboratively and independently and have a deep understanding of maths around them. Through discussion and feedback from pupils, they speak enthusiastically about their maths' lessons and speak about how they love learning maths. They show pride in their presentation and understanding of the work. Pupils show a deeper level of thinking when they can show mathematical concepts and skills multiple ways, using the correct mathematical language independently and applying this to new problems.

At the end of each year, we expect pupils to achieve Age Related Expectations (ARE) for their year group. Some pupils will have progressed further and achieved Greater Depth (GD) standard. Pupils with SEND need and those with gaps in their understanding receive the right support and intervention.

Modern Foreign Languages

Intent:

It is our intent at Green Meadow Primary School to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught is French, however we strive to provide children with opportunities to experience a range of other languages. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future. In short, we hope to lay the foundations for future language learning.

Implementation:

Our MFL curriculum has been designed to develop not only our children's language skills, but also their love of learning a language. This will be introduced in the Juniors to provide the children with the basic language skills and a love of languages and different cultures. It progressively develops skills in French through regularly taught lessons for children in Years 3, 4, 5 and 6. This allows the children to acquire new language, then use and apply it in a range of different scenarios and topics. Children are supported and encouraged to develop their speaking and listening skills through conversational work, singing activities, worksheets and games. As their confidence and skill grows, children record their work through pictures, captions and sentences. We use Language Angels to support our teaching of French.

Annually, we celebrate European Day of Languages in September and follow a theme for that day.

Impact:

Our MFL curriculum will ensure all pupils develop key language learning skills set out by the National Curriculum, as well as a love of languages and learning about other cultures. This will be linked to our No Outsider teachings.

These are as follows:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

Pupil voice is also used to further develop the MFL curriculum. This is used through the Subject leader holding pupil progress conversations with children from the Juniors at the end of a term. This will be used alongside the end of topic assessments to plan next steps for the children's learning.

Music

Intent:

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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. The Charanga scheme of work is used from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. The school also has whole class ensemble teaching in Year 4 where children are taught the guitar for a school year. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in whole school assemblies and also to parents and the wider community. Additional opportunities are offered in music, such as the key stage 2 choir.

Implementation:

Music is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Music. Planning is progressive and begins with basic skills and techniques which are then applied and practised in a range of contexts, with increasing demand and complexity. Musical Glossary At its heart is the musical glossary (key vocabulary) and how to show this in a practical way, by using and demonstrating these key skills to build knowledge. As much as musical words are used throughout, if the language of the classroom is music, then a more musical outcome will be achieved. Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed. Developing Skills Each skill cannot be achieved and demonstrated with just one exercise. For effective musical learning to take place it must be embedded and demonstrated in different ways and at different times (e.g. different tempos, different time signatures). The topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The medium-term plans, which we have adopted from the Charanga scheme, give details of each unit of work for each term. Classes use this online tool to support music provision. The music subject leader is responsible for reviewing these plans.

Impact:

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Staff also use the assessment materials from the Charanga scheme of work. Pupils showing particular strength and skill or who show enjoyment of art are signposted to clubs in school. At the end of the year, the class 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 in England 2014 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. The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in music is the responsibility of the Music lead/Head Teacher. The work of the music lead also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires.

PE

Intent:

At Green Meadow, we strive to create an inclusive culture, which aims to inspire an active generation to enjoy PE, encourage each other and achieve together. Throughout their time at Green Meadow, children develop the knowledge, skills, confidence and sporting qualities to excel in a wide range of sports and physical activities. We aim to deliver high-quality teaching enabling children to achieve their personal best. Throughout PE sessions, we cover a range of skills to support children's physical, emotional and social development. All staff work to support the children to improve their perseverance and collaboration with others through a range of sporting activities in PE lessons and throughout the school day. We also teach valuable life skills, such as swimming; cycling proficiency and the importance of a healthy lifestyle, to support children whilst at school and beyond.

Implementation:

All children receive a high-quality PE lesson each week which is taught to them by a specialist sports coach during PPA time. Staff use and adapt the Get Set 4 PE planning and resources, which allows for progression of skill development throughout the school. This scheme also allows for a varied and diverse curriculum with a variety of different sports, games, and activities. Throughout the year, children could take part in a range physical after school clubs, led by specialist staff and teaching staff.

Key Stage 2 children are given opportunities to take part in local competitions with other schools in the local community and within Excelsior MAT. In all year groups, there are links to leading a healthy, active lifestyle in both the PE and Personal Development curriculums. All children from Year 4 – Year 6 currently attend swimming lessons to provide them with the opportunities to become confident, proficient swimmers. Throughout the year, the children take place in additional outdoor learning activities, to support their physical and mental wellbeing. We also ensure that children are aware of sporting initiatives in the wider world through the careful planning and delivery of assemblies and classroom discussions. Throughout the school year, children have opportunities to take part in specialized workshops from external sporting professionals in a variety of different sporting activities. At Green Meadow, we understand the importance of active lunchtimes and have a range of different activities that the children can engage with at break times – including playing different games such as football, basketball, and throwing/catching games. These are facilitated by our staff, particularly during lunchtimes.

As a school, we use our house teams to encourage good sporting behaviour and teamwork throughout the school day. We create friendly competition and encourage children to support and congratulate their classmates when they achieve no matter the subject. Each year, all children take part in sports day. Here, children can compete in a safe, nurturing environment, whilst earning points for their team.

Curriculum Impact:

At Green Meadow, we motivate our children to participate in a variety of sports and activities, which are engaging and fun. As our pupils progress, they develop a wealth of knowledge, sport specific skills and tactics that they can apply to a variety of different settings. Alongside

this, children have many opportunities to develop their self-esteem, confidence, communication, and problem-solving skills as well as working collaboratively with others. Throughout their time at Green Meadow, our children develop an awareness of how their bodies move and an ability to utilize the skills they develop to live happy, healthy lives. Impact will be measured through discussions with staff and pupils and through observations of lessons and after school clubs.

Personal Development

Intent:

At Green Meadow Primary School, we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our school curriculum and ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident and assured of their place in this diverse and changing world. Through our PD curriculum, we aim to develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.

The aims of the PD curriculum are:

- To ensure that pupils understand Britain is a country rich in diversity and difference and that individual characteristics make people unique. Everyone has differences, and everyone is welcome in our school;
- To develop an inclusive environment with an understanding and appreciation of British values: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faith or belief and those without faith;
- To enable pupils to reflect on their own experiences, considering how they are developing character, personally and socially. Teach co-operation skills where pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society;
- Provide opportunities for pupils to explore attitudes and beliefs that are different to their own or those of their family;
- Develop an understanding of the different families that exist in Britain today including families with same sex parents. The DfE guidance (September 2020) says, "Primary schools are strongly encouraged and enabled, when teaching about different families, to include families with same sex parents."
- Develop an understanding of stereotypes and the harm they can do. Ensure all children know they are welcome and included regardless of personality. The DfE guidance (September 2020) says when teaching about gender and biological sex, "You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear." At Green Meadow, we believe it is not for any adult to question or define a child's gender identity;
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted

Implementation:

Curriculum Implementation of PD at Green Meadow is led by Andy Moffat. Legal requirements: Relationships Education is compulsory in all Primary Schools in England (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019) Following the guidance set out in the RSE document, Green Meadow Primary School will:

- Provide a written policy for Relationships Education and RSE. This is freely available to view by parents and others on the Excelsior Website and individual school websites;
- Provide clear information to parents and carers about the Relationship Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home;
- Ask for feedback on this Relationship Education policy from parents and carers before it is ratified by Governors. We welcome constructive dialogue so that we reach a mutual understanding of the aims. We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Following guidance from the PSHE Association, we teach Personal Development in three modules over the year: Relationships, Living in the wider world, Health and well-being. At Green Meadow, we concentrate on each module for one half term, providing seven or eight lesson plans for each year group to teach during that time. The No Outsiders lessons are embedded into the curriculum to support each module and taught throughout the year. We also use weekly No Outsiders assembly pictures to reinforce the school-wide inclusive ethos. To ensure safeguarding is prioritised across the curriculum, the relationships module also includes a CSE (Child Sexual exploitation) lesson plan in every year group and a Domestic Violence lesson plan in Year 3 and year 6. Sex and relationships lesson plans are taught in every year group during the Living in the wider world module. We have used the RSE Guidance for September 2020 (DfE 2019) and referenced the “By the end of primary school” objectives on page 20-22 for each lesson plan. Each plan supports one of the five areas of the guidance for primary schools: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe.

Impact:

All children at Green Meadow Primary School have equal access to PD planning and resources. Planning and teaching is consistent and to a high standard across the school, as monitored and evidenced by the PD team. Pupil voice shows that pupils are confident to talk about all aspects of the PD curriculum. All children are able to talk about how all aspects of the PD curriculum relate to them including healthy relationships, health and well-being and living in the wider world. Children are able to talk about each unit they have been taught, using their reflective journals to share what their learning means to them and how they will use their learning to meet potential challenges in life.

RE

Intent

It is our intent at Green Meadow Primary School to provide all children with a high quality RE curriculum which is designed to support children to explore questions arising from the study of religion and belief and promote their personal, spiritual, moral, social and cultural development. Our aim is to provide an environment which does not try to persuade but rather to inform and develop the skills with which evaluation can take place. Alongside RE lessons, this is delivered through weekly assemblies and discussions on current events using Oracy skills and our No Outsiders ethos. We teach children that it is ok to agree and disagree as long as we use appropriate language and show respect for each other (British Values- Mutual respect, tolerance of different faiths and beliefs). In addition, we believe RE can contribute to an understanding of history and culture, to enhance children's understanding of global affairs and develop personal well-being and happiness.

We feel RE teaches our children:

- about different religions and their traditions, practices and beliefs
- to encourage reflection on personal beliefs, respecting other children who hold different religious beliefs
- to feel pride in their own beliefs and to know that they belong
- the knowledge and skills to flourish both within their own community and as members of a diverse and global society
- to be able to relate RE learning to fundamental British values

Implementation

All stakeholders have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in RE for all pupils through subject knowledge enhancement.

Ensure that the children are receiving opportunities for real world experiences through a variety of rich and engaging topics and visits to places of worship.

Teachers to have an assessment framework that can track and monitor pupils' progress and attainment in R.E and identify areas of strength and areas of development.

Impact

Improved quality of education in R.E for all groups of children.

Strong and impactful leadership of R.E ensures ALL groups of pupils receive a good quality of education

Links within the wider community are developed to provide enrichment opportunities for pupils linked to R.E (visits to places of worship are re-established)

Science

Intent:

At Green Meadow Primary School, our vision is a science curriculum which enables children to explore and discover the world around them, confidently, so that they have a deeper understanding of the world we live in.

We realise that young children are naturally curious and passionate about learning; we provide a stimulating science curriculum that nurtures children's natural curiosity and their on-going intellectual development. Through a hands-on, inquiry-based curriculum, children will experience the joy of having wonderful ideas, exploration, and investigation – that is, the joy of finding out. Our aim is that these stimulating and challenging experiences help children secure and extend their scientific knowledge and vocabulary.

We believe that these opportunities will ensure that our children are confident, life-long learners who will explore the world around them.

Implementation:

Medium Term Plan and Progression Map, Knowledge Organisers

The medium-term planning and progression mapping of Science lessons will reflect exactly what content, knowledge and skills are critical for pupils to progress through the curriculum in each year. There is a clearly mapped curriculum coverage document for each year group and how these topics progress across the years including EYFS.

Topic Blocks

Science is taught in topic blocks with cross curricular links to enable the achievement of greater depth of knowledge.

Curriculum Knowledge Organisers

Teachers plan and have access to curriculum knowledge organisers for each science topic which contain key facts, vocabulary, prior learning, key concepts and other information. This aids planning and teaching.

Working Scientifically

These processes and methods should be embedded in lessons so that children learn to use a variety of skills to answer scientific questions / investigations. These are: Observing over time, pattern seeking, identifying and classifying, comparative and fair testing and researching secondary resources.

Subject specific vocabulary

Subject specific vocabulary is identified through knowledge organisers and displays, and is highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.

Science Vision and Principles

Science vision and principles are shared with all staff and they are discussed and acknowledged during lessons providing consistency and a road-map of what is to be expected and celebrated by everyone.

Scientific Writing

Encourage scientific writing to be meaningful and demonstrate high quality writing across the curriculum. Use of scientific resources Where possible, scientific equipment is used for children to explore and investigate (stored in the mezzanine). Children get a first-hand learning experience by performing various experiments. Students are made to use the models and understand different scientific theories and concepts.

Outdoor learning and Celebrations

Children learn in a variety of ways, and so where appropriate and where possible, children will learn science outside the classroom. On site we have access to our large playground, school garden area and nature trail. We also have access to the school field. Children can clearly see things in context which promotes and fosters an emotional connection between children and the natural environment. We celebrate Science Week each year through an assembly and a task involving a wide range of famous scientists. We focus specifically on scientists that are usually under-represented in the field of Science. We also have outdoor learning in Year 2 where children experience, interact and observe nature, insects, melting, heating and oxidizing processes amongst other key scientific aspects.

Teacher expectations

- To be confident about what they are teaching and understand the scientific knowledge and skills required for the topic being taught.
- To use a wide range of resources that are easily accessible and well maintained.
- To plan and prepare meaningful science experiments.
- To use open ended questions to challenge and lead children's thinking.
- To challenge pupils and ensure progression throughout the school.
- To work as a whole school to improve standards in science.

Professional Development

Teachers are well-supported and are continuously encouraged to pursue professional development through CPG meetings, lesson drop-in's, pupil voice as well as training externally where possible as required.

Impact:

Science progress in Green Meadow Primary School is measured through the child's ability to obtain sustainable knowledge, remember more and explain more. Our successful, consistent approach results in fun, engaging, high-quality learning.

Science education, that provides children with the foundations and knowledge for understanding the world. This is evident in pupils' work, photos, and displays. Through a variety of well-designed and well delivered Science lessons, workshops and trips, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity. At Green Meadow Primary School, all children have a voice and are scientists and through exposure to a range of different scientists from various backgrounds, all children feel they are scientists and capable of achieving. Teachers are well-supported and are continuously encouraged to pursue professional development through in-house CPG sessions, observations as well as external training where needs are identified.

Assessment

In EY, children are assessed through observations. In KS1 and KS2, children are assessed against the NC core objectives stated on the medium-term plans for each half term. Teacher assessments are informed through carefully differentiated planning and teaching, targeted questioning, observations, challenges and next steps. Knowledge and skills are assessed through teacher assessments evidenced through pictures, observations pupils' work in books, quizzes and next steps.

Monitoring and Evaluation

Monitoring and evaluation of the impact on children's learning includes regular monitoring of books by Science coordinators, whole school and cross-MAT moderations, and learning walks.

Pupil voice is also used to further develop the Science curriculum. This is used through the Subject leader holding pupil progress conversations with children from the Juniors at the end of a term. This will be used alongside the end of topic assessments to plan next steps for the children's learning.