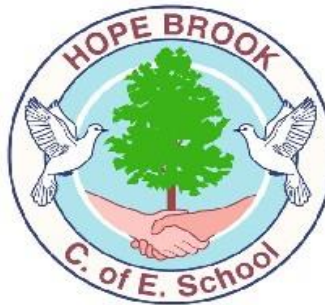


Hope Brook Church of England Primary School



Teaching and Learning Policy

The staff and governors are committed to the development of each child in the best possible learning environment to encourage all children to achieve their fullest potential.

We want the children to achieve success through their own efforts, teamwork, self-discipline and motivation, and through links with the Church and community, work towards a better future for themselves and the world in which they live.

Aims and objectives

This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. At Hope Brook C of E Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of skills in English and maths and an enquiring mind which wants to learn more each day
- Independent young people who are confident, adaptable and able to co-operate with others
- Effective skills in communication and interaction
- Imaginative and creative expression through a wide range of media
- Conscientious young citizens of our multi-cultural society who are tolerant and respect the values of others
- Pride in achievement and a desire to succeed
- Effective links between the school, the child's home and the community which promote aspiration and high expectations
- Equality of opportunity for all
- The well-being of the whole school community, including developing mental, physical and emotional well-being
- The ability to persevere and demonstrate resilience
- The ability to apply learning flexibly to a variety of situations

At Hope Brook C of E Primary School, we believe in lifelong learning. We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to use learning styles that best suit them.

We offer opportunities for children to learn in many different ways. These include:

- Investigation and problem solving
- Whole class work and group work
- Use of multimedia technologies
- Research and finding out
- Open and closed questioning
- Debates, role plays and oral presentations
- Use of new technologies
- Designing and making things
- Fieldwork and visits to places of educational interest
- Outdoor learning, both on the school site and in the local area
- Participation in physical activity
- Independent work
- Creative activities
- Reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self review and peer review strategies are encouraged to enable pupils to review their progress against the key learning objectives. This is achieved through reflecting on identified success criteria.

Effective teaching

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use, and adapt, programs of study based on the National Curriculum. These materials set out the aims, objectives and some detail of what is to be taught in class. They are then adapted to cater for mixed age teaching groups. Our collaborative curriculum planning process is supported by a well-established team of subject leaders.

We believe children learn effectively when the teaching team provides:

- Thoroughly prepared units of work
- Innovative teaching
- An atmosphere where children are prepared to take risks
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Stimulating and engaging learning tools
- Shared learning objectives that are understood by pupils
- Clear expectations of what pupils are expected to achieve by the end of the session
- Strategies for rewarding success and achievement
- Appropriate pace of teaching
- Thinking time
- Open-ended, thought provoking, challenging questions
- Opportunities to review and reflect on the learning
- A programme of educational visits to reinforce and stimulate learning
- Developmental feedback and guidance
- Support for the learning of pupils with differing abilities
- Active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- Access to new technologies
- Access to school grounds, local area and local community resources

We base our teaching on knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional needs, we address the outcomes identified in their support plans. We have high expectations of all children, and believe that all children should be included in the full range of educational activities and that their work here at Hope Brook C of E Primary School should be of the highest possible standard.

We encourage the whole school community to respect the building, the property and belongings inside the buildings, the grounds, its wildlife and other people. We treat children fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort, and by so doing, help to build positive attitudes towards school and learning. We expect good behaviour at all times. When children misbehave, we follow the guidelines set out in our Behaviour Policy.

Our classrooms, teaching spaces and the school, present stimulating and attractive learning environments. The classrooms are well organised, and enable pupils to access resources and equipment independently. Displays are used to celebrate good work, reflect high expectations to engage pupils and encourage a positive attitude to learning.

Assessment for learning

Assessment ensures more effective teaching by providing evidence for the closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process.

Assessment for learning:

- Informs effective planning and provides direction for teaching
- Is central to classroom practice
- Is a key professional skill
- Promotes commitment to learning objectives and assessment criteria
- Encourages self assessment
- Recognises progress

We use the following strategies to link assessment to better teaching and learning

- Termly pupil progress meetings with the Headteacher ensures that the teaching teams are aware of the developing needs of their pupils
- Evaluation of planning and learning to inform the next term's teaching plan
- Data from formal assessments informs planning and grouping of pupils
- Best Work Books – to demonstrate the writing journey from Y1
- Tracking of learning against national objectives to monitor appropriate termly progress

Performance Management targets are set for all members of staff. These targets are a vital part of the School Development process. At least one performance management target will focus on the staff member's contribution to effective teaching and learning at Hope Brook.

Planning

Long term planning follows a two-year rolling programme to allow for mixed age groups. These plans are reviewed annually to ensure the curriculum:

- Is up to date and relevant
- Reflects the changing interests of pupils
- Reflects changing circumstances, including our flexible class structures
- Reflects national priorities and policy changes

Detailed medium term plans outline:

- Learning objectives to be covered each week
- Content to be covered each week
- References to National Curriculum programmes of study, non-statutory guidance, and where appropriate, Foundation Stage objectives

Long term and medium term plans are monitored and developed collaboratively. Subject leaders track children's learning experiences across the school to ensure continuity and progression across the subjects.

Short term planning takes various forms and is managed by the class teaching teams.

Role of Governors

Our governors support, monitor and review the school's policies on teaching and learning. In particular, they:

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Monitor the teaching environment in the light of health and safety regulations
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school self-review process, including headteacher's reports and updates to the SEF and SDP

Role of parents

The role of parents in supporting children's learning is contained in our Home Learning agreement which parents sign annually.

The following subject statements outline additional information that is specific to the teaching of each of the following curriculum areas:

Core subjects

- English
- Maths (including calculation progression)
- Science
- Computing

Foundation subjects

- Art and Design
- Design and Technology
- Geography
- History
- Modern Foreign Languages (MFL) - French
- Music
- Physical Education (PE)
- Religious Education (RE)
- Citizenship, Personal, Social and Health Education (CPSHE)

We have also included statements that outline our approach to catering for the following curriculum strands that are threaded through a pupils learning experiences at Hope Brook:

- Financial Capability
- Global Dimensions
- Healthy Lifestyles
- Sustainable Development
- Spiritual Development
- British Values

There is a separate policy for EYFS.

At Hope Brook, we value the creative, purposeful, learning opportunities that can be provided when effective links are made between curriculum areas. We aim to offer pupils broad topics that enable children to access greater depth in their learning.

We also value outdoor learning experiences which provide a unique way of engaging and motivating pupils. We have included a statement outlining the aims and purposes of learning experiences in the outdoor environment.

English

Aims and objectives of English in Hope Brook C of E Primary School

The aims of English in our school are to enable children to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self – monitor and correct
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent, legible joined handwriting
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Know and understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- Have a suitable technical vocabulary to articulate their responses
- Plan, draft, revise and edit their own writing
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Develop their powers of imagination, creativity, inventiveness and critical awareness

How English is structured through school

We follow the National Curriculum 2014 English Document for KS1 and 2. The programmes of study and outcomes are fully integrated in to our school based planning systems.

The Early Years Foundation Stage Curriculum are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In the Early Years Foundation Stage children should be given opportunities to:

speak and listen and represent ideas in their activities;

use communication, language and literacy in every part of the curriculum;

become immersed in an environment rich in print and possibilities for communication.

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non- literacy texts and learn how the structure of language works.

At Hope Brook C of E Primary School we value the importance of cross curricular teaching and learning opportunities that develop children's creativity to the full. We feel that literacy teaching is at the heart of this process and our curriculum is rich with purposeful reading, writing and speaking and listening opportunities.

Our long term plans indicate topics taught. Planned within each topic will be a variety of speaking, listening, reading and writing opportunities (medium term plans), which are broken into weekly and daily plans. English skills are taught as discrete subjects, and these skills are used as the vehicle for communication in all other curriculum areas.

Approaches to speaking and listening

Providing a range of opportunities for children to talk and listen in formal and informal settings

Use of drama and role play to explore imagined settings

Links between language and music exploring rhythm

Story time

Class discussion and debate on topical issues

Circle time

Interviewing and hot seating

Class and child led assemblies

Approaches to reading

Providing a wide range of materials and opportunities for children to select from this for information and entertainment in all areas of the curriculum.

Daily guided reading sessions using a structured reading scheme (Rigby Star) and follow up activities.

Daily phonics session in Early Years Foundation and KS1.

Parental help in the classroom and at home.

Approaches to writing

A wide range of contexts from role play to assembly productions.

Slots for punctuation, vocabulary, grammar and spelling

Daily spelling and phonics teaching according to ability

Encouragement of word mats, working wall and dictionary use.

Regular teaching of handwriting, introducing joins in year 1.

Introduction of pens when children are ready.

Providing opportunities for collaborative writing using ICT when appropriate.

Assessment and Recording

As well as the on-going assessment strategies used in all subjects, in English the following methods for assessment, recording and reporting are used:

- Communication skills are assessed in the Early Years Foundations Year and inform the EYFS Profile.
- Termly SPTO assessments
- Key pieces of unaided writing for each child are placed in 'best work books' – including a piece of fiction writing, non-fiction writing and one other form of writing each year.
- SATs at the end of Key Stage 1 and 2 are undertaken.
- Optional SATs are used with pupils in Years 3,4 and 5.

Mathematics

AIMS:

In the pupil's attitude to mathematical learning at Hope Brook C of E Primary School we encourage them to develop:

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

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language in a range of contexts and to discuss their thinking and understanding

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

·a practical understanding of the ways in which information is gathered and presented

·the ability to explore features of shape and space, and develop measuring skills in a range of contexts

understanding of the importance of mathematics in everyday life

·an awareness of the relationships in mathematics and its fascination and curiosity and enable them to safely risk-take and learn from first-hand experience wherever necessary

a passion for mathematics by undertaking high quality learning experiences

core learning skills of confidence, determination, aspiration, teamwork, independence, communication and focus.

Mathematics Curriculum Planning

This is supported by schemes of work and resources predominantly from Abacus, but also other quality resources

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

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

Teachers will use the school calculation policy to inform their teaching and ensure a natural progression and uniform approach across the classes and Key Stages.

Through weekly time-table tests and positive incentives, all staff will promote the effective learning of times tables. All staff will encourage parents to support their child with the learning of these. By the end of Key Stage 1 it is expected that children will be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. By the end of Key Stage 2 (but ideally by the end of

year 4) it is expected that the children will be able to recall multiplication and division facts for multiplication tables up to 12 x 12.

In the Early Years Foundation Stage, we teach mathematics in our Foundation Stage where we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children during the Early Years Foundation Stage. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, reasoning and problem solving through varied experiences and environments that allow them to enjoy, explore, practise and talk confidently about mathematics

ASSESSMENT

Periodic assessments in maths enables the tracking of pupil's progress from Y1 to the end of Y6 and provides diagnostic information about pupil's strengths and weaknesses. We use the renewed framework optional SATs in Y3, Y4 and Y5 as well as the statutory end of key stage tests in Y2 and Y6.

Assessment in the EYFS takes two forms:

Evidence from child initiated application of mathematical concepts.

Evidence from adult initiated activities.

This information is then used to inform levelling on the Foundation Stage Profile.

Assessment of the standard of children's work (from EYFS to Y6) and rate of progress is measured through teachers' careful observation and marking of children's output in line with the school Marking Policy and is recorded in our SPTO tracking system.

RESOURCES

Each class has a range of appropriate small apparatus /resources to support mathematical understanding and facilitate practical learning alongside a general bank, stored centrally. In KS2 there are tablets for each child where maths resources can be accessed and there are also a shared suite of school laptops on rota.

The Role of Calculators

The new National Curriculum 2014 states that *"Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure."* Hope Brook C of E Primary SchoolSchool adheres to this.

CALCULATION POLICY – See Separate sheet

Science Statement

The aims of science in our school are to enable children to:

- Develop an understanding of the relevance of science in an everyday context, which is meaningful to them.
- Celebrate a sense of awe and wonder in new learning experiences offered by scientific discovery
- Come to understand the nature of "scientific method" involving: posing questions, making and testing hypotheses, careful observation and recording, the design of fair and controlled experiments and valid investigations, and the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence, including consideration of the validity of their investigations.
- Develop practical and investigative skills across the range of types of scientific enquiry
- Develop an awareness of Health and Safety issues
- Become competent communicators of scientific ideas, facts and data, making effective use of ICT in investigating and recording.
- Begin to build up a body of scientific knowledge and understanding that will serve as a foundation for future enquiry.
- Begin to understand the international and collaborative nature of science.
- Begin to understand the origins, applications and implications for the future of key scientific ideas in the wider world.
- Develop attitudes of curiosity, co-operation, open-mindedness, creativity, self- evaluation, perseverance and responsibility.
- Apply scientific learning through wider opportunities such as activities led by local secondary schools, the county-wide Wildlife Quiz and National Science Week.
- Make links with, and apply, learning from other areas of the curriculum.

How science is structured through the school

Working Scientifically – to be taught across all year groups, and to be addressed through the following topics:

	Biology	Chemistry	Physics
Y 1:	Plants Animals including Humans	Everyday Materials	Seasonal Changes
Y2:	Living Things and their Habitats Plants Animals including Humans	Uses of Everyday Materials	
Y3:	Plants Animals including Humans	Rocks	Light Forces and Magnets
Y4:	Living Things and their Habitats Animals including Humans	States of Matter	Sound Electricity
Y5:	Living Things and their Habitats Animals including Humans	Properties and Changes of Materials	Earth and Space Forces
Y6:	Living Things and their Habitats Animals including Humans Evolution and Inheritance		Light Electricity

As specified by the National Curriculum, "Schools are ... only required to teach the relevant programme of study by the end of the key stage." In Hope Brook C of E Primary School we follow a two year rolling programme and make use of the flexibility allowed by the National Curriculum. We introduce some aspects of the curriculum at an earlier key stage where we have identified that these will be appropriate. In particular, we introduce electricity, sound and forces to children in Key Stage One. Children in the foundation stage are taught the science elements of the foundation stage document through the Early-Learning Curriculum: Knowledge and Understanding of the World, and broadly follow the topics addressed in the Key Stage One class. When planning and delivering science learning, we bear in mind that "it is ... vitally important that [children] develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage."

Science teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school, with particular regard to our Healthy School and Eco-School initiatives. The particular character of the school grounds and its village setting offer many opportunities for practical activities and we seek to make the best possible use of these to enrich children's science learning experiences. Timings vary according to activities, but we believe that it is important for children to take part in scientific activities on a regular, normally weekly, basis. Over the period of a year we expect that KS1 and Foundation stage children should be learning science for a minimum of one hour each week and KS2 children should take part in science for a minimum of two hours per week. We aim to prioritise practical scientific enquiry, including the direct teaching of specific enquiry skills as they relate to topic content, to cover the five main types specified in the National Curriculum. In Key Stage Two, Working Scientifically should make up at least half of science activities.

We aim to make cross-curricular links where these are meaningful and productive, whilst ensuring that the planned unit of work does not overlook or under-represent any areas of the Science programmes of study. We understand that some aspects of science cannot be fitted into cross-curricular topics and that it is right that these are taught as separate science activities. Each year, teachers discuss and review the position and timing of science activities in the curriculum, particularly as they relate to cross-curricular topics.

Resources

Practical resources appropriate for teaching the different areas of the Science programmes of study across the age ranges are kept centrally. These are mainly in the Stock Room, with ICT resources such as data loggers stored in the Staff Room. Printed resources including identification guides and teacher reference texts are stored in the Resource Room. Pupil text books for use as secondary sources are kept in the Library. The Science Co-ordinator monitors the use and condition of resources and identifies requirements to replace consumables and meet new curricular needs.

Health and Safety

This policy should be read in conjunction with the school's Health and Safety Policy. All teachers are expected to follow the guidance given in the "Be Safe" safety booklet, and to ensure that support staff and parent helpers do the same. A copy of "Be Safe" is kept with the text-based teacher resources in the Resource Room and another in the Store Room with the practical resources. More specific guidance for selected topics (such as electricity, animals in school and everyday chemicals) is given in the CLEAPSS booklets which are stored in the Resource Room. Where appropriate, reminders should be given to children about potential hazards and care of the equipment they are using. If in doubt, teachers should seek the advice of the Science Co-ordinator.

Computing

We see Computing/ICT as an integral part of teaching and learning and see it playing a significant role in the education of all children in our school. ICT underpins today's modern lifestyle. It is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

The use of ICT enhances and extends children's learning across the whole curriculum whilst contributing to motivation. We aim to utilise the most up to date ICT resources and recognize the need to remain aware of the potential uses of any emerging technologies. In addition, we hope to utilise existing resources both within the school and the wider community.

At Hope Brook C of E Primary School our aims for ICT are that:

Children have a positive experience of a wide range of IT equipment, appreciate its relevance in our society and that they see it as an essential tool for learning, communicating, finding information and for controlling and understanding their environment;

ICT be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;

All children become thoughtful users of ICT and develop their ICT capability to the best of their ability

Children learn to use ICT to support their learning, both individually and collaboratively;

Computing curriculum

The children are taught 3 key elements of computing:

Computer science - They are taught how digital systems work and how they can use this information to understand programming

Information technology – They are taught to create programs, use systems and use a range of IT based content

Digital literacy – They are taught how to use digital systems to express themselves and develop their ideas through information and communication technology

Resources

Hope Brook C of E Primary School is committed to providing a high standard of equipment to be used by staff and children and supports this by appropriate levels of funding in the annual budget.

Interactive whiteboards, laptops, tablets and kindles are used to support the computing curriculum.

Dedicated 'Computing' lessons are taught across the school. The children experience a wide range of technical vocabulary and are given the opportunity to write their own programs /algorithms to solve identified issues.

We employ a technician to keep our equipment in good working order. He takes responsibility for setting up new equipment, installing software and ensuring that security software is kept up to date.

E-Safety

E-safety is given the highest priority (see E-safety policy for further details) in line with the changing nature of the world our children are growing up in.

Pupils are expected to treat all equipment with respect, and with regard for their own personal safety. Teachers are responsible for ensuring safe practice when using IT equipment and will abide by any copyright regulations.

We understand that the Internet is a potential source of offensive or upsetting material and staff always supervise children when they are accessing information via the Internet. Our service provider (SWGfL) filters information to prevent access to sites that are not deemed to be appropriate for children.

All children, staff and parents sign an agreement that outlines expectations in terms of responsible use of the internet and the IT equipment.

Art and Design

During the teaching of art we provide opportunities for all children to use their own creativity and imagination. We encourage pupils to use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Art should be a fun and enjoyable activity for all involved.

Aims

The aims of art are to:

Encourage children to explore ideas in the work of artists, craftspeople and designers, for example, through local visits to the sculpture trail to experience this first hand.

Show children art of different times and cultures.

Encourage children to use their own freedom of expression using colour, texture, pattern and form.

Teach children about the role of art in their environment. Creative possibilities are created through the use of outside environments.

During art lessons children are encouraged to explore and develop work and their own ideas. They should be shown how to evaluate their work to improve designs.

Teach the progressive nature of skills.

Teaching of Art Skills

The teaching of art children should be progressive, i.e. shown how to improve their drawing skills by concentrating on line, tone, texture, form and colour. When mixing paint, children should be taught from early on and be able to apply washes as well as know that one colour paint can be applied onto another provided the paint is dry enough. When using pastels, children should be taught how to blend two or more colour together. During the use of 3D materials, such as clay, children should be shown how to roll clay correctly and how to join pieces of clay.

Resources

Resources are kept in classrooms and also in the art cupboards in the wet area.

Design and Technology

Aims and objectives

The aims and objectives of learning Design and Technology in our school are to:

- develop children's designing and making skills;
- develop knowledge and understanding;
- develop children's capability to create high quality products through applying the skills, knowledge and understanding they have learned;
- nurture creativity and innovation through designing and making;
- develop constructive critical thinking
- encourage curiosity about, and willingness to explore technology and its applications
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

In design and technology, children are taught about, and apply knowledge and understanding of:

- materials and components (including textiles and foods)
- mechanisms and control systems (including ICT);
- structures;
- existing products;
- aesthetic considerations and build quality;
- health and safety.

Design and technology entails the development of skills in design, the use of tools and techniques, evaluation and improvement. We aim to foster an increasing understanding of the manufactured world and make links wherever possible with the cross-curricular dimensions: for example, encouraging Financial Capability and Enterprise through making and selling products, and promoting Healthy Living, through regular cookery lessons. Design and Technology is about problem-solving and, with its emphasis upon group work and co-operation, offers rich opportunities for Speaking and Listening. Our long term planning makes cross-curricular links as far as possible.

Resources

Teacher resources are kept in the Resources Room and tools and equipment are stored centrally on a trolley. Materials such as wood, fabric and electrical items, construction kits and examples of manufactured products are stored in the stock cupboard. Some construction kits are kept in classrooms and pupils are encouraged to explore and create with these during wet playtimes.

Health and Safety

The necessity of using potentially risky equipment such as cutting tools, needles and glue guns means that teachers are expected to take particular care that the activity planned and level of supervision is suitable for the age and ability of each child in the group. All teachers are expected to follow the guidance given in the 'Be Safe' safety booklet, and to ensure that support staff and parent helpers do the same. A copy of "Be Safe" is kept with the teacher resources in the central resource area and another in the stock cupboard with the practical resources.

Geography

Aims

In the pupil's attitude to geographical learning at Hope Brook C of E Primary SchoolSchool we encourage them to develop:

The breadth and depth of knowledge that they have about places in the world and geographical themes.

A study of the complex features relating to real places and a range of spatial scales from local to global.

Their knowledge of other cultures and, in doing so, a respect and understanding of what it means to be a positive citizen in a multi-cultural country.

Their graphic skills, including how to use, draw and interpret maps.

Their knowledge and understanding of environmental problems at a local, regional and global level.

A commitment to sustainable development and an appreciation of what 'global citizenship' means.

Identify physical and human processes and describe some of their effects.

Geography teaches an understanding of places, themes, features and environments. This subject offers opportunities to:

- Stimulate children's curiosity and appreciation in their surroundings, life in other countries and in the variety of human and physical conditions on the Earth's surface;
- Foster children's sense of wonder at the beauty of the world around them;
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- Enhance children's sense of responsibility for the care of the Earth and its people.

Therefore, through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the UK and in the rest of the world. We also concentrate on the pupil's ability to use a combination of fieldwork, investigative ideas and geographical skills.

Field Work

At both KS1 and KS2 we give children the opportunities to carry out investigations and to observe and record information in the local environment and beyond, via field visits. In upper KS2 the children are also given the opportunity to take part in a residential visit with dominant geographical objectives - Isle of Wight (*contrasting locality and coastal study*).

Resources

At Hope Brook C of E Primary SchoolSchool we are developing sufficient resources for each geographical topic to be taught effectively across the age ranges. The resources are kept centrally in the resource room. There is also a collection of geographical equipment which the children use to gather weather data etc and appropriate sets of atlases and globes for each Key Stage. Additionally there are sets of class topic books (eg rivers) and a range of geographical software to support the children's learning.

History

Aims and objectives

stimulate interest, knowledge and understanding about the lives of the people who lived in the past
enable children to know about significant events, making links and connections in British history and the wider world

develop a sense of identity and cultural understanding based on their historical heritage

introduce the study of history from a variety of perspectives, political, economical, technological, scientific, social, religious, cultural and aesthetic

develop a sense of chronology and their use of dates and terms relating to the passing of time

identify and explain different interpretations

use a range of sources to find out about the past

We see history as both the study of the lives of people of the past and the introduction of methods and skills involved in using evidence to find out about the past. The study of history is important because it develops knowledge and skills that help to make sense of the world in which we live. Children need to have an awareness and understanding of the past in order to see how it has contributed to the present and might influence the future.

History contributes to the development of the ethos of the school. Values and ideas taught through history can enrich personal and social development through:

- Appreciation of our common heritage and the diversity of human experience
- Acceptance of different viewpoints
- Understanding the need for evidence when arguing a case

Resources

Primary and secondary resources are regularly reviewed, experienced on visits, kept centrally and updated as necessary:

- Pictures and photographs
- Written resources
- Buildings and sites
- Adults talking about their own past
- Artefacts
- Multi-media

MFL in the primary school curriculum

Aims and objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

Foster an interest in learning other languages;

Introduce young children to another language in a way that is enjoyable and fun;

Stimulate and encourage children's curiosity about language;

Encourage children to be aware that language has structure and that the structure differs from one language to another;

Help the children develop their awareness of cultural differences and similarities in other countries;

Develop their speaking and listening skills;

Extend language teaching beyond mother tongue learning.

Lay the foundations for future study;

Equip children with a confident and positive approach to learning languages at secondary school and beyond.

The learning of a foreign language provides a valuable educational, social and cultural experience for children. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between other languages and English.

At Hope Brook, French is taught to all children in Key Stage Two and introduced in a less formal way through classroom and playground instructions, songs and rhymes in Key Stage One. We believe that the requirement for repetition in MFL learning offers particular opportunities for a range of stimulating and enjoyable activities for children and teacher alike and make use of a range of resources and ideas, with access to support from the MFL department at Dene Magna Secondary School.

The children are taught how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Understand basic grammar;
- Memorise words;
- Interpret meaning;
- Use dictionaries;
- Work in pairs and groups and communicate in French;
- Look at life in another culture.

Resources, including teaching units, books and CDs in French are currently stored in the Key Stage Two teachers' cupboard. We also make use of web-based language activities such as those provided by BBC Learning.

Music

Aims

The aims of music teaching are to:

- Enable children to know and understand how sounds are made and then organised into musical structures (pieces of music).
- Enable children to know how music is written down and composed, including recognising musical notation (e.g. crotchets) and more complex rhythmic patterns (e.g. syncopated patterns, dotted crotchets/quavers).
- Enable children to develop the ability to perform and evaluate compositions of their own.
- Show children that sometimes music is created to emulate a mood and to understand the reason/purpose for pieces of music to be written.
- Introduce children to a variety of different types and styles of music.

Music lessons aim to be an enjoyable learning experience for all. Children are encouraged to participate, especially during any singing activities. During the course of music lessons, children will be introduced to different forms of music (both different eras and also musical sources). On top of the objectives laid out above, children should be taught to recognise: pitch, pulse, tempo and dynamics. Correct language should be used when referring to all musical concepts (e.g. *p* – piano – quiet, or *ff* – fortissimo – very loud). Where possible, and appropriate, music teaching is linked to a topic.

Children should be shown how to use musical instruments properly and encouraged to combine together as a group to create a piece of music. To extend some children, musical notation should be used to write down compositions for others to follow.

Our successful choir club contributes to local events, school productions and services.

Resources:

At Hope Brook C of E Primary School we are continuing to develop our resources, including new musical instruments and signing up to the 'sing up.org' initiative. We encourage children to take up musical instrument lessons through the tuition of peripatetic practitioners and organise visits from outside practitioners as much as possible. Resources can be found on the shelves in the hall.

Physical Education

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work independently, and communicate with and respond positively towards others
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being
- To provide experiences which encourage enjoyment of physical activities and promote development of a healthy lifestyle in later life. (See Physical Activity Policy)
- To ensure children understand the link between health, fitness and wellbeing

We believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a child's physical development and well-being. We plan for a broad and balanced physical education curriculum. We work to build children's self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Children are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. We aim to help them develop a sense of personal responsibility in these areas. They develop interpersonal skills through working in co-operation with partners and as part of a team. In these ways PE provides an important preparation for a healthy and fulfilled lifestyle.

In addition to lessons taught by school staff, we make use of specialist PE teachers (including those from external sports clubs and from Dene Magna School), in order to provide high-quality teaching and learning. We benefit from being part of a School Sport Partnership (a group of local primary and secondary schools working together to develop PE and sport opportunities for all young people.) Where possible, and appropriate, dance is linked to a topic eg Indian dance representing the story of Rama and Sita. We seek to provide a variety of more informal opportunities to participate in PE through after-school clubs and participation in sports and dance events and tournaments with other schools.

Resources

Equipment for external PE lessons is kept in an external PE shed and, for Foundation Stage children, in the Key Stage One shed. Equipment for gymnastics and indoor activities (for example, in wet weather) are stored in the hall and PE Cupboard. Teaching resources are stored in the central resources room. Separate resources for active play are available for lunchtimes.

Religious Education

Aims and objectives

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We want pupils to make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the contexts of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
- Understand the impact and significance of religious and non-religious beliefs, so that they can:
- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

We want pupils to make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concept and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

At Hope Brook C. of E. Primary School, we follow the Christian calendar and work in partnership with our local church. Children reflect on what it means to have a faith, develop their own spiritual knowledge and understanding and show respect for beliefs and places of worship.

The legal position of religious education:

- RE is for all pupils
- Every pupil has an entitlement to RE
- It is part of a broad and balanced curriculum.
- It is determined by Gloucestershire Agreed Syllabus for RE 2017-2022
- RE is multifaith.

The curriculum reflects that the religious traditions in Great Britain are mainly Christian, while taking into account the teaching and practices of other principal religions.

Right of withdrawal

This was granted when RE was religious instruction. RE is now open, broad, exploring a range of religious and non-religious world views.

After consultation with the Head, parents may withdraw their child from any part of the RE curriculum. The law provides for alternative arrangements to be made for RE of the kind the parents want. These arrangements will be made by the parents.

Resources

Resources are regularly reviewed, treated appropriately, stored centrally and updated as necessary. The church is providing the school with some biblical texts and books.

- bibles for both key stages
- religious artefacts
- religious buildings
- people actively expressing their belief

Citizenship, Personal, Social and Health Education (CPSHE)

This area of learning secures the foundations for lifelong learning and as such is not just taught in focused sessions but is holistically woven into all children's experiences in school. We aim to create an environment where staff model and inspire the positive development of CPSHE in all those who experience life at Hope Brook Church of England Primary School.

Aims

The aims of CPSHE are:

- To equip children with the knowledge, self esteem, confidence and self awareness to make informed choices and decisions.
- To promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- To support the development of positive social skills and social awareness
- To enable effective interpersonal relationships which develop a caring and respectful attitude towards others.
- To enable children to make sense of their own personal and social experiences
- To equip children to understand and manage their feelings appropriately
- To promote a caring attitude, respect and responsibility for the environment
- To understand how society works and the rights and responsibilities involved.
- To understand how they can positively contribute to their community.
- To understand the process of democracy
- To understand what it means to be British

Resources

Staff are currently developing their knowledge and use of the Coram Life Education Planning Material.

Literature (fiction and non fiction) which can be used to explore CPSHE areas are kept in classrooms. Cross curriculum resources are kept in the Stock Room.

Curriculum Strands

As well as the foundation and core curriculum areas we actively plan for the areas of:

Financial Capability
Global Dimensions
Healthy Living
Sustainable Development
Spiritual Development
British Values

These areas may be reflected in our curriculum planning, our social activities, our work with local and wider communities and links with other agencies.

Financial Capability

Financial capability encompasses the area of business enterprise.

Financial capability is about making sensible choices in relation to managing money, ie making sensible choices using School Council raised funds. It helps pupils make independent and informed decisions for key life skills, ie keeping money safe, budgeting, spending, saving, sharing, borrowing and obtaining value for money. For example, after a class investigated the viability of setting up a healthy tuck shop they then drew conclusions accordingly based on a financial criteria.

Business Enterprise Education enables pupils to recognise:

- The changing nature of enterprise.
- The importance of enterprise skills.

Global Dimensions

Global media and communications, travel and immigration mean that we now have much more exposure to people and cultures from different parts of the world. This provides a range of positive opportunities to broaden young peoples' experience and knowledge.

Global Education:

- reflects the global nature of our society and responds to the diverse backgrounds and experiences of the children in the classroom. It recognises the entitlement of those children to receive an education which reflects this diversity.
- recognises the importance of expanding the horizons of children who live in less diverse communities.
- develops skills and attitudes which enable people to take responsibility for their own lives and the world we live in and become active global citizens.
- looks at the ways in which every day life and experience affect and are affected by the wider world.

Healthy Living

We help learners understand the characteristics of a healthy lifestyle and make informed decisions about living healthily by:

- Promoting a school ethos and environment that encourages a healthy lifestyle.
- Using the full capacity and flexibility of the curriculum to achieve a healthy lifestyle.
- Ensuring that the food and drink available during the school day reinforces the healthy lifestyle message.
- Providing high quality physical education and school sports, and promote physical activity as part of a lifelong healthy lifestyle.
- Promoting an understanding of the range of issues and behaviours that impact upon lifelong health.

Sustainability

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It involves consideration of the social, economic and environmental aspects of change. These include the idea that:

People, places and environments are connected and interdependent.

We are all responsible for our environment

Our actions affect the environment for people in the future.

Our school, locality and country benefit from cultural diversity

Basic needs are shared by people everywhere.

Some resources are finite, and all resources should be used carefully.

People have different views about people, places and environment, which should be respected.

Spiritual Development

Spiritual development describes the opportunities offered to children to understand the meaning and causes and impact of their life experiences

Schools can provide children with openings for spiritual development in three vital ways:

Windows - giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

Mirrors - giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

Door - giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are learning to live by putting into action what they are coming to believe and value.

British values

At Hope Brook, we are committed to promoting fundamental British Values as set out by the DfE. School experiences should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

These values are promoted in a number of ways. They are taught explicitly through our PSHE and RE curriculum. We also teach the British Values through planning and delivering a broad and balanced curriculum that is designed to prepare the children to become valued members of society. Promoting British Values enables children to develop a sense of community and begin to understand their responsibilities and role within it.

Outdoor Learning

Enjoyment is the birth right of every child. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do. When there is joy in what they are doing, they learn to love learning. Excellence and Enjoyment (DCSF-2003). Our outdoor learning initiative aims to foster children's love of learning. We believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning.

Aims and objectives

We believe that the outdoor learning environment has much to offer children to engage children in being outdoors beyond the school gate. It can provide relevant, engaging experiences that support learning in all areas of the curriculum. These can be presented through building on existing outdoor play, transferring activities normally carried out indoors, school garden projects, environmental education or off-site visits. It puts children into a real life learning context where they can apply skills learnt in the classroom to specific investigations.

To raise the profile of outdoor learning across the school and develop an entitlement for all children

To ensure high-quality provision through better planning and evaluation of outcomes for children

To deliver a wide range of progressive and frequent Learning Outside the Classroom activities for all year groups

To provide children with Learning Outside the Classroom experiences that promote all Characteristics of Effective Learning

To make good use of outdoor space so that children are able to learn by working on a larger, more active scale than is possible indoors

Health and Safety:

We will support children in taking risks within a safe and secure environment. Pupils will be taught to manage risks. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others.

The local environment

The locality around the school harbours a wealth of opportunities within a manageable distance. Learners can develop their skills to explore their local environment.

Places further afield

Teachers plan opportunities for children to engage in learning beyond the school grounds. Each year group has a planned programme of educational visits which complement and extend learning. These are planned into all aspects of the curriculum and, by taking learners beyond their familiar environment, stimulate their curiosity and imagination and motivate children in a powerful way.

Resources:

Resources are held in the garden shed, KS1 classrooms and garden areas
School grounds, including the area by the stream
Longhope Village
Local Woods including Hobbs Quarry

Date of policy: September 2017

Date of review: September 2022 – OR – following any significant change in Government policy

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday -----2017, and will be reviewed in 5 years.

Signed

Chair of Governors

Signed

Headteacher