



St James' CE (Aided) Primary School

Teaching for Learning and Curriculum Policy 2024

Aims

This policy is intended to provide an overview of teaching for learning and the curriculum at St James' CE Primary School. Whilst individual teachers have their own styles, and teaching should be adapted to the needs of the class, it is important that St James' pupils have access to the same quality of teaching throughout the whole school and that learning is consistent across classes and year groups.

We aim to develop pupils who are well rounded individuals, ready to contribute to society and who have a lifelong love of learning. We believe that resilience, creativity and independence are key skills every learner should develop.

Our curriculum is an entitlement for all children, regardless of social background, culture, race, gender, differences in ability and disabilities, to develop and apply the knowledge, skills and understanding that will help them become successful learners, confident individuals and responsible citizens.

The Christian ethos of the school promotes a culture in which individuals are respected and valued and is reflected in all curriculum areas as well as in our approach to working together as adults and children within the school community.

The symbol of St James is the pilgrim's shell. As each child journeys through school, we seek to support them by laying firm foundations, growing and learning together from the teaching of Jesus about wise and foolish builders.

I have come in order that you might have life - life in all its fullness.

John 10 v 10



Teaching for Learning

Pedagogy

At St James' we believe that high quality first teaching is vital to children's success. Whilst we acknowledge that different lessons lend themselves to different styles of teaching and learning we recognise several foundations which make up good pedagogy. We therefore agree that every lesson should include:

- **Short, effective teacher inputs**, including high level questions
- **Lessons that start with either a RAP task**, to reflect on or recap previous learning, **or an engaging activity** for the children
- **Talk is worthwhile**, structured and purposeful and develops learning behaviours e.g. interaction and collaboration
- **High expectations** and appropriate **challenge** for all through adaptation so that learners are actively engaged
- **Learning behaviours (metacognition) developed purposefully** e.g. praising effort and learning skills rather than outcome, providing choice to develop independent learning, teaching pupils how to reflect on their own learning
- **Safe and supportive learning environment** which encourages pupils to take risks and promotes a **Growth Mindset**
- **Children know what/why they are learning**; the learning is **contextualised** and **relevant**; it meets the needs of 'our' children from each of their starting points with **visible progression** which builds on prior learning.
- **Effective feedback** given to move learning on. To follow the marking policy this should be little or no written feedback but next steps for learning given through RAP, verbal feedback (given by teacher and/or peers) or differentiation in next lesson

We know that learning can take place at three different levels: shallow, deep and profound.

Shallow learning is teacher led and can include activities such as Phonics, times tables, facts and spellings. **Deep** learning encourages children to use the skills they have acquired in shallow learning and to become more responsible and independent in their learning. Examples of deep learning are applying mathematical facts to solve simple problems, reading comprehension, writing stories and colour mixing to create artwork. **Profound** learning is when what children have learnt becomes personal to them and allows them to engage with ideas and thinking. For example; creating ideas, creating music or drama to perform, sharing knowledge with others, problem solving and investigating.

The activities listed in shallow learning are valuable and necessary but if children remain stuck at this shallow level they are unable to make links in their learning or to use what they already know to build their learning and they could become passive and unquestioning. Therefore, we strive to provide opportunities for deep and profound learning for all our children.

We do this by providing opportunities for pupils to reason, explain, justify, answer higher order questions, collaborate, and solve problems on a regular basis.



Curriculum Intent

Our Curriculum for our learners

St James' is a large primary school in the centre of Tunbridge Wells, a Spa town in the South East of England with a commuter link to London. At St James' we have a small catchment area, however this holds a changing demographic and we benefit from a diverse mix of cultures and ethnicities. We aim to deliver a curriculum which is suited to the needs of all our learners here at St James'. Tunbridge Wells hosts many nurseries and secondary schools with different characteristics including, but not limited to, forest schools, grammar and faith schools, and our pupils transit between a number of these as they enter and leave primary education. It is therefore our role to prepare our pupils for a variety of different education systems when they leave Key Stage 2, building on a wide range of foundation experiences.

At St James' we aim to educate the whole person. We want each child to flourish academically and to grow in wisdom, informed by the deep tradition of Christian wisdom which offers a healthy, and long-term context for all their growing and learning together. This is enabled by an excellent education, a broad and balanced curriculum, with a rich variety of experiences that extend beyond the classroom.

At St James' there is a high level of parental engagement and parents/carers take a great interest in their child's learning. Many of our pupils have opportunities to experience the world beyond Tunbridge Wells whether through real-life or digital connections. It is therefore important that we build on our pupils' individual experiences, teaching them to navigate the world safely and confidently whilst also recognising that not all our pupils will have the same starting points.

Learning at St James' includes an emphasis on learning behaviours such as independence and resilience as we work to prepare our pupils to become successful, lifelong learners.

We aim to develop pupils who are world citizens by celebrating diversity and developing an understanding of the world and their place within it.

Topics

We pride ourselves on our creative approach to planning, plotting the journey through a topic and sharing ways in which we can provide memorable learning experiences. Each topic that children experience is different, to allow for as much coverage as possible over an academic year, and to ensure that from Reception to Year 6, children will experience engaging learning opportunities. We ensure progression through careful mapping of both the subject content and the topic themes to enable children to revisit and build upon their prior learning.

In addition, having a topic-based approach enables us to deliver cross curricular lessons, as there is a common thread throughout all learning. By teaching cross curricular lessons, children are constantly revisiting and embedding their existing knowledge by building on it and applying it in other areas. Research has shown that when learning can be related to real life, it gives it meaning and purpose, and therefore it is remembered. As a result, we fill our curriculum with real experiences, including visitors, theme days, workshops, trips and use of the local area. We also plan a stunning start,



marvellous middle and fantastic finish within our topics. These are designed to hook children into the topic, to reignite interest part way through and to celebrate learning.

Curriculum Drivers

As a school we have identified six key drivers that form the foundation of our Curriculum provision at St James'. These have been established based on our understanding of the pupils we have at our school and their backgrounds, as well as our aims and intentions for their futures. These shape everything we do within our school and are consistently woven into the daily life of the school:

Health and Wellbeing - *At St James', our curriculum looks to support and develop the whole child. We recognise that our curriculum is not solely the content of the National Curriculum, but also wider skills and knowledge to support pupils at all stages of life. If we want pupils to learn, they must have high levels of wellbeing and feel comfortable and supported.*

Learning for Life - *We aim to give pupils the 'tools' they need to continue to embrace learning as they move on from St James', recognising how we learn and the skills needed in order to acquire the knowledge and skills of the curriculum and beyond. We acknowledge how a love of learning stems from an individual and, whilst we can provide engaging activities and learning opportunities, individuals must have personal learning skills in order to make the most of these.*

Responsibility/Legacy - *Pupils have opportunities to take responsibility at different levels throughout the school – including class special helpers, playground buddies, CW monitors and sports teams. We encourage pupils to be responsible for their belongings and their learning – homework tasks, focus and effort in class. This builds so that pupils can recognise how their actions can have an impact on others and their surroundings as well as recognising how they can have an impact on wider global issues such as climate change.*

Community - *We recognise the diverse nature of our school community. Pupils will identify the different communities they belong to and our roles within these. We support others and appreciate differences as well as recognising similarities. We celebrate diversity within the school, locality and beyond.*

Natural World - *We recognise that we live in an exciting and ever-changing world. We identify how we can use the resources provided by the planet to support our mental and physical health as well as exploring what we can do to protect it. We study the world around us, both near and far, to gain a greater insight into the processes and events that shape our lives*

Creativity - *We are all creative and we can express this across all subjects and areas of learning. Creativity is recognised as the exploration and generation of new ideas, not solely arts-based learning. We encourage our pupils to embrace their creativity and recognise how this can support their learning across all subjects and areas of the curriculum.*

Progression of Skills and Knowledge

To ensure there is progression throughout year groups, each subject has a specific set of skills and knowledge which should be taught within each year group. These progressions are used when planning each topic to break down the learning for each subject, within each year group, into smaller stepping stones which is set out in our Learning Pathways documents. They give teachers a step-by-step guide for the order in which the content of a subject should be taught. This ensures that children



develop specific skills needed, in a logical order, to achieve the overall goal. It also ensures that, as units are revisited each year, the specific skills focused upon are a clear development of the prior learning.

As a school we have developed knowledge planners that make explicit the key, 'sticky' knowledge that should be included in each topic. Like the current skills progression, this knowledge builds as children move through the school and provides a clear framework for planning each topic so that opportunities to revisit and revise core knowledge are exploited fully.

Characteristics of EYFS

We follow the guidance of the Statutory Framework for the Early Years Foundation Stage 2023 to ensure we meet the standards required to support children to learn and develop well and to keep healthy and safe. The overarching principles of the Framework, which shape the practice of Early Years settings, are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Teaching in Reception at St James' Primary School is delivered in accordance with the requirements of the Framework. This specifies the areas of learning to be covered across the EYFS and the intended outcomes for the end of the Early Years. Development Matters 2023 is also used as guidance for assessing across the EYFS.

Our learning environment is carefully planned in line with these requirements to ensure thorough coverage of the seven areas of learning and development. There are three prime areas which are essential for children's development and learning. These are:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

These prime areas are seen as the foundation to learning and enable children to develop specific skills in a further four areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is considered essential for children's development



and we ensure a careful balance between learning through child-led play and activities guided by adults. Towards the end of the year, the balance will shift slightly to ensure the essential key skills and knowledge are consolidated in preparation for the transition to Year 1. Children will, however, continue with the Early Years approach and assessment as needed in Year 1.

In all activities and learning opportunities, consideration is given to the development of characteristics of effective learning. These are skills children need to acquire in order to become resilient learners. Three characteristics of effective learning as highlighted within the Early Years Statutory Framework are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’;
- **active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **creating and thinking critically** – children develop their own ideas, make links between ideas, and develop strategies for doing things.

These are also connected to our school ‘Learning Powers’ and are explored further as the children progress through the school.

Characteristics of KS1

Key Stage 1 comprises of Year 1 and Year 2. In this phase we focus the children’s learning and experiences on local issues and familiar interests. Much of the learning at this stage is focused on enabling children to identify who they are and understanding themselves and their local area. The children are supported to develop the skills and characteristics necessary to access learning opportunities (for example confidence, trying new things...). We endeavour to ensure children enjoy their time at school whilst developing the fundamental skills and knowledge to support life-long learning.

In order to provide a smooth transition from Reception to Year 1, the first half term in Year 1 reflects many of the approaches used in Foundation Stage teaching, including opportunities for child-initiated learning, independent challenges and adult led focus groups. After half term, children begin the transition into whole class teaching for English and Maths; building up to 45-minute lessons each day by the end of the year. In addition, children will also have specific Phonics teaching and take part in group reading three times per week following the Little Wandle Phonics Scheme. Foundation subjects are delivered through a combination of whole class, focus groups and independent challenges.

Year 2 includes a similar approach to Year 1 in many subjects, however English and Maths lessons increase to 1 hour per day. There is again, a gradual shift towards whole class lessons when the children are developmentally ready.

Our home learning primarily consists of daily reading. In KS1, children are expected to read at home every day following the Little Wandle for Letters and Sounds Scheme and beginning to use Accelerated Reader when ready in Year 2. Children are allocated a phonic based text matched to their phase. This



text is shared in school in the group reading sessions and then sent home as well as being shared through the ECollins online library. To supplement this and ensure children continue to be exposed to physical books, we send home 'Sharing Books' for the children to read with an adult. These may be read to the child or used to support recognition of tricky words or sounds they have been learning as well as developing comprehension skills through discussion.

Characteristics of Lower Key Stage 2

Lower Key Stage 2 comprises of Years 3 and 4 and is often called the 'Middle Phase'. In this phase we aim to bridge the gap between the Lower and Upper Phases. We do this by making the learning less child centric and more outward looking, extending learning beyond the immediate area and time periods and developing more understanding of the wider world.

As children move through the school into Key Stage 2, learning moves towards more whole class teaching, while giving pupils plenty of opportunities to work collaboratively, independently and with support as appropriate for the needs of the child, the learning focus and content of the lesson. As much as possible, subjects are taught through topics but with a clear understanding of which subject specific skills are to be developed. Daily English and Maths lessons continue much as in Key Stage 1 with Reading skills incorporated into weekly English sessions alongside access to Accelerated Reader texts for home reading.

Our homework allocation is designed to increase as pupils move through the school whilst still remaining manageable and reasonable for the age of the child. In Year 3 there is handwriting and spelling homework, with Maths work also being included in Year 4. We recognise that parents/carers must manage homework time according to their child's needs or other things going on at any given time. Of much more importance than quantity is the quality of homework.

Characteristics of Upper Key Stage 2

In Upper Key Stage 2, we begin to prepare pupils for the next stage in their education. Pupils in Year 5 and 6 are encouraged to take more ownership of their learning; for example by engaging in independent research or making decisions about how to present their understanding of a concept. Lessons will give pupils the skills needed to understand a wide range of perspectives as well as the confidence to allow them to form, and express, their own opinions.

In Upper Key Stage 2, homework provides more of an opportunity for children to develop the skills of independent learning, which should increasingly become its main purpose. It is important that teachers share the level of parent assistance that is expected on tasks through contact notes, meetings or the children. By the time children reach Year 6, homework should cover a range of tasks and curriculum content.

Learning Powers and Growth Mindset

We aim to prepare children for real life, and promoting a growth mindset throughout the school, is integral for supporting them to be confident and resilient to challenge. We aspire to equip our children with the skills and the mindset to grow as learners beyond St James' and throughout their lives.

Celebration assemblies are linked to the Learning Powers and Growth Mindset qualities with certificates being awarded for application of these learning skills and attitude to learning.



EYFS and KS1

It is our belief that all learners need to develop the ability to reflect on how they learn for that learning to be successful. For this reason we have established eight 'Learning Powers' within the school. Each element is represented by a different character:

- Curly Wurly the Caterpillar says 'Concentrate'
- Donald the Duck says 'Be Determined'
- Callum the Camel says 'Be Curious'
- Topsy and Tim the Tortoises say 'Be a Team (Co-operate)'
- Ellie the Elephant says 'Enjoy Learning'
- Henry the Hedgehog says 'Have a Go'
- Iggy the Iguana says 'Use your Imagination'
- Charlie the Insect says 'Keep improving'

These characters are introduced from Reception and are embedded throughout Key Stage 1. They are displayed within classrooms and regularly used to support the review of learning.

KS2

In Key Stage 2 pupils build upon these foundations about how to learn by the introduction of the Growth Mindset approach. This is centred on the work of Dr Carol Dweck, a Psychology Professor who states that:

"Recent advances in neuroscience have shown us that the brain is far more malleable than we ever knew. Research on brain plasticity has shown how connectivity between neurons can change with experience. With practice, neural networks grow new connections, strengthen existing ones, and build insulation that speeds transmission of impulses. These neuroscientific discoveries have shown us that we can increase our neural growth by the actions we take, such as using good strategies, asking questions, practicing, and following good nutrition and sleep habits."

Pupils in Key Stage 2 are taught the difference between a Fixed Mindset (where intelligence is seen as something which cannot be increased) and a Growth Mindset (where the strategies above are used to increase capacity). They are given a framework of language to discuss learning and to help foster a Growth Mindset approach to their work. For example, when a pupil encounters a challenging task rather than think "I can't do this", they may say "I can't do this ... yet" which sets the expectation that with time and effort anything is achievable. As part of this approach pupils are taught to see mistakes as something to learn from rather than be ashamed of and therefore encouraged to take risks in their learning. Pupils are also given opportunities to reflect on their learning; asking questions of themselves such as, "What have I learnt and how did I learn it?", "What have I struggled with and how can I improve this?"

Key Stage 2 have a set of specific learning behaviours which build on the EYFS and KS1 learning powers. These are: Zest, Optimism, Self-control, Curiosity, Social intelligence and Resilience.



Forest School

Forest School Learning outside of the classroom is an embedded practice of the school. Woodpecker Forest School is run in the school's woodland areas by teachers and TAs who have Forest School practitioner training at Level 3.

All children have the opportunity to attend a term of Forest School sessions during each year they are at the school. In addition, leaders run additional sessions per week for children who the school have identified would benefit. The school has an outdoor classroom for outdoor learning to take place as well as cross-curricular orienteering provision that can be adapted to suit a variety of year groups and lessons.

- Outdoor learning enables children to consolidate and apply their learning outside of the classroom. In addition to this, it can help to develop the skills of enquiry, critical thinking and reflection, necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century.
- Forest school gives children the freedom, time and space to grow in confidence. It is a great opportunity to support the development of the whole child, giving children an opportunity to succeed in different areas and build on the growth mindset values that are woven throughout the school, such as resilience and cooperation, and supporting good mental health.

Curriculum Implementation

Planning

Long Term Planning

Our Progression of Knowledge and Skills documents highlight all of the key knowledge and skills that we aim for children to achieve within each year group at St James'. This is planned to ensure there is progression and children are able to build upon their previous learning whilst also ensuring key concepts are returned to throughout their education. These key concepts allow children to develop a secure knowledge of how to apply their skills within a subject and enable them to become critical and creative learners as they progress through to Year 6. These are mapped into Learning Pathways, which show the order to teach each learning step so that learning builds in an appropriate sequence.

In some subjects we use set schemes such as iCompute for Computing and CORAM SCARF for PSHE. Where we have opted to use schemes, we have ensured there is clear reasoning behind this decision and how we think the scheme is the most suitable for the children at St James'.

Each year group have their own specific topics to follow throughout the year – one for each long term. These have been set to ensure all of the knowledge and skills can be covered through a variety of different opportunities and contexts, whilst also ensuring children return to, and develop their understanding of concepts. Elements of these topics can be adjusted based on the needs of the cohort, such as the Stunning Start, Marvellous Middle and Fantastic Finish, but they are designed and structured to ensure learning is secure and embedded.

Medium Term Planning



Each year group then breaks this learning into weekly sessions for each subject, plotting the Learning Objective or Key Question for each session using the Learning Pathway to sequence these. Teachers use the subject progression documents to ensure coverage and progression for their year group at this stage in the planning. Where possible, connections are made between subjects to allow for cross-curricular and real-life learning.

Short Term Planning

Weekly plans are created as a year group and used to specify how specific objectives will be taught. They identify the key activities and resources required – both physical and electronic. Teachers also consider how objectives can be adapted and differentiated for different needs and abilities within the class. This weekly plan is not intended as a teaching script and there is no expectation that teachers create individual lesson plans.

EYFS

Within the EYFS, the topic is used as a foundation for planning with opportunities for children to also engage in their own self-initiated activities. Key skills are identified through the progression documents and these are planned for within the coverage of the topic and through the provision of resources within the learning environment. Skills may be directly taught and modelled but are then embedded within the provision, allowing children to apply them within their activities.

We encourage flexibility within our planning to allow for children's own interests to be reflected within their learning environment. Weekly plans are generated across the year group to ensure consistency in the provision, however skills may be developed differently across the classes based on the interests of the children and the choices made through child-initiated learning. Staff follow the observation, assessment, planning cycle to ensure learning opportunities are accessible and challenging for all.

Monitoring

In order to maintain high standards of teaching, learning and the curriculum, Phase Leaders, Subject Leaders and Senior Leaders engage in regular monitoring exercises across the school. They use book looks, pupil voice, learning environment checks and drop in observations to inform their understanding of current provision and to identify next steps for continued improvement. Feedback is given to staff about strengths and areas for development.

Assessment

EYFS

Within the EYFS, learning is continuously assessed to inform future planning. Staff observe children's interactions and activities and these are recorded in individual Learning Journals where progress is made. Within the first 6 weeks of school, children complete the Reception Baseline Assessment. Development Matters 2023 is then used to inform Reception assessments and staff assess progress across all 17 areas of learning. Transfer documents from Pre-Schools and information from parents



also contribute to these assessments. Tracking is completed at three points throughout the year to help inform planning and provision.

KS1&2

We have two Assessment Weeks throughout the year. During these weeks, children across the school complete Maths, GPS and Reading Assessments from Rising Stars alongside a school-wide writing task. These are used to support teacher assessment and to ensure consistency across year groups. Teachers submit key data following each of these Assessment Weeks using Insight Tracking. This informs future provision as well as identifying children who may benefit from additional support groups.

Teachers assess each Foundation Subject at least once a year. In some subjects, assessment is completed termly or after each unit, depending on the pedagogical approaches of the subject. In some, it may reflect how a pupil has engaged with the Learning Objectives whilst in others it may involve a recall activity. In addition to this summative assessment, teachers use ongoing formative assessment during each topic to highlight children who may need additional consolidation of learning before moving forwards.

Within daily teaching, RAP ('Reflect and perfect') is a strategy used at the start of lessons from Year 2 to revisit prior learning and is a core part of the school's marking and assessment policy. This is based on the research around cognition and the need to consolidate learning in order to transfer it from short term to long term memory. Alongside this, staff focus on providing timely and relevant feedback rather than spending a long time writing comprehensive feedback on each piece of learning. Children are encouraged, and supported, to edit, correct and extend their learning themselves, developing their independence.

Roles and responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- ⑤ cherishing children as individuals and respecting their rights, values and beliefs;
- ⑤ fostering and promoting good relationships and a sense of belonging to the school community;
- ⑤ providing a well-structured environment in which all are fully aware of behavioural expectations;
- ⑤ offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- ⑤ encouraging, praising and positively reinforcing good relationships, behaviours and the process of learning;
- ⑤ working as a team, supporting and encouraging one another.

Teachers will endeavour to:



- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child;
- be good role models, reflecting the British values and our Christian ethos;
- keep up-to-date with educational issues and have a positive attitude to change and develop their own expertise;
- provide clear information on school procedures and pupil progress;
- give positive and constructive feedback that moves pupils learning along;
- take responsibility for the teaching and learning in their class and deliver quality first teaching;

Subject leaders have a variety of roles. These include:

- taking the lead in producing a progression of skills document, to ensure progression and continuity in their subject throughout the school;
- being organised and prepared when planning whole school topics, leading other staff when considering their subject;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring their subjects and advising the Headteacher on action needed as well as feeding back successes and development points to staff;
- taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and CPD.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- supporting their child with home learning;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- encouraging their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- coming to school regularly and on time;
- being organised by bringing their book bag, reading books and other resources;
- behaving well in school, on the playground and on the way to and from school;
- taking increased responsibility for their own learning by using their learning powers;
- taking increased responsibility to be independent where possible.



Governors are encouraged to support the school by:

- 📌 recognising and celebrating success;
- 📌 developing positive and worthwhile relationships with the staff;
- 📌 getting to know the children;
- 📌 recognising different teaching styles;
- 📌 understanding the environment in which teachers teach;
- 📌 monitoring policies;
- 📌 finding out what resources are needed and prioritising these;
- 📌 supporting and challenging Senior Leaders and Subject Leaders;
- 📌 appointing, and being responsible for the appraisal of the Head Teacher





Appendix 1 : Subject Delivery

Art & Design

Intent

At St James', the intent of the Art and Design curriculum is to enable all pupils to be artists. They will learn to generate ideas, evaluate their own work and the work of other artists, as well as developing a strong understanding of the concepts of colour, texture, line, form, pattern and shape. Through experimentation, risk and innovation, pupils will develop the necessary skills to make choices about and create artwork using a range of media and for different purposes. Pupils will also learn about the holistic benefits of art, how it can be used as a means of communicating beyond their lifetime and as a tool that can unite communities.

Implementation

The implementation of the Art and Design Curriculum at St James Primary School is based on the National Curriculum, ensuring the teaching of a broad range of skills. The pupils are taught Art as part of their termly topic work. Areas covered include drawing (including exploratory mark making), painting and printing, textiles and collage, sculpture and 3D. Pupils learn about a wide range of artists and, when planning, we have considered carefully that they represent the wider world in terms of gender, race, culture and background. More detail can be found in our Curriculum overview on the school website. Enrichment activities are encouraged within the curriculum. We have made links with local schools and the recently regenerated Amelia museum and cultural centre in our local town of Tunbridge Wells. School visits to art galleries in the local area and London will inspire our pupils and encourage pupils to take up art as a career in the future. The pupils' learning is further enhanced with a whole school art events, including a themed art week.

Delivery

In Early Years and KS1, Art and Design is embedded into weekly provision whilst in KS2, pupils will focus on Art for a 6-week block of their topic, often alternating with Design Technology. We ensure that each unit includes exploration and development of techniques and ideas as well as the evaluation of own and other's artwork. We do this best through a mixture of whole-class teaching and individual/group activities.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities and resources for all pupils to ensure they are all able to access the objective of the learning and develop their skills. We have set our Art Curriculum to ensure a focus on skill development rather than outcome.

Evidence

Art in EYFS and Year 1 is very exploratory and experimental. Pupils may collaborate to investigate new techniques and evidence from this is gathered within their topic books or learning journals. These books reflect their journey throughout the topic and show how skills are explored and built upon.

From the Summer term of Year 2, pupils begin to use their own sketchbooks. Pupils use these to record the development of their skills, their observations, planning and evaluations. This should start with exploration of the work of artists and exploratory art skills relevant to the project. When participating in these activities, pupils should be routinely annotating their sketchbooks/work with reflections of their experiences. Over each half term where art is taught, there should be evidence of regular use of sketch books to record pupils' developing art skills through short skills-based activities building up to a final piece which will be presented in topic books (either physically or through photo evidence).

Assessment



As a creative subject, we are keen to ensure we focus on developing pupils' knowledge and understanding of different skills and techniques they can use to suit differing purposes. As such, assessment in Art and Design is primarily through interaction with Lesson Objectives rather than outcomes. Teachers will adjust planning and provision as needed to support children to access these objectives and ensure a secure knowledge and understanding.

Impact

The high-quality teaching of Art at St James will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to express their ideas clearly across different media. All children will feel empowered to create their own pieces of art and will have a wide artistic vocabulary that will help them voice their ideas and evaluate their own work and the work of others. Children will have learned about artists from different cultures and time periods, racial backgrounds and ideologies. They will learn to see the value of art in a variety of contexts and the scope of art to build towards different careers in the future.

Computing

Intent

At St James', we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum through iCompute, NoS and Teach Computing, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also, to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding. At St James, we give children access to a wide range of good quality resources and provide cross-curricular opportunities for children to apply their Computing knowledge and skills. Online safety is taught within each Computing lesson as a short starter activity as well as being taught as a unit each year. Online safety procedures are communicated with all staff and parents.



We recognise that Computing is no longer included as a separate strand in the Early Years Framework, however we believe that children are exposed to a variety of digital systems and resources through their daily lives and therefore want to support them to become conscientious and confident users of technology. We also ensure that all children know how to protect themselves and stay safe in a digital world.

Delivery

Computing is becoming more embedded in daily activities and there are therefore some elements that will be reviewed and touched upon regularly. As mentioned, E-safety is taught as a separate unit, but will also be reviewed and built upon whenever pupils are using technological resources. At St James', pupils in Reception have access to computing resources throughout their learning times to build a foundational understanding. They will undertake explicit E-Safety learning alongside this. From Year 1 onwards, pupils have a lesson every week to explore computing skills linked to the appropriate unit. This will be for at least 30 minutes alongside other exposure to computing skills throughout the curriculum.

Evidence

The evidence gathered from Computing learning will vary depending on the focus. Some units (particularly in KS1) focus on building a comprehensive understanding of the purpose of computing skills such as building algorithms. This involves practical tasks rather than the use of computing resources and may not, therefore, require evidence. Each class has a single class book to gather Computing evidence to show the learning that has taken place. Photos and print-outs of learning may be collected and stored in these as well as Topic Books, Science Folders or PSHE passports depending on the focus (data handling is heavily connected with Science recording and E-Safety links to PSHE learning). Pupils may also save work in their own, individual user account on the school system to return to as needed. Evidence is not necessary for every Computing lesson as the focus is on the application of the skills and it may be sufficient for a teacher to recognise a pupil has met an objective through observation and questioning.

Assessment

The primary focus for the Computing curriculum at St James' is to ensure pupils become confident and capable when using a variety of ICT. As such, there is no specific requirement for assessment further than recognising attainment of the Learning Objectives. Teachers will adjust future learning based on the outcomes of each lesson to ensure skills and understanding are embedded.

Impact

The implementation of this curriculum ensures that when children leave St James School, they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges going forward.

Design Technology

Intent

At St James', the intent of the DT Curriculum is to provide plenty of opportunities for the children to learn, apply and strengthen essential skills required in the designing, making and evaluating of an effective product for a given purpose. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative and enterprising.



Implementation

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is typically taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. The teaching of DT should enable all children to gain 'real-life' experiences. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Delivery

Design Technology is embedded into weekly provision in EYFS and KS1. There are opportunities for children to develop and refine their skills independently as well as developing products for a particular purpose within the termly topic. In KS2, pupils will focus on DT for a 6-week block of their topic, often alternating with Art and Design. We ensure that each unit allows time to explore and build up skills whilst reviewing and evaluating real products, before building up to designing and constructing a product of their own.

Within the DT Curriculum, there are skills and processes that we work towards all pupils being able to complete, however we recognise that we have pupils of differing abilities throughout the school. We provide a variety of resources to enable all children to access the objective in an adapted way as needed. We have set our DT Curriculum to ensure a focus on product evaluation and skill development rather than product outcome.

Evidence

As a practical subject, most evidence of construction in DT will come from photographic evidence within the Topic book. There should be some evidence of skill development and build-up to a final product where these skills are applied. Planning and evaluation templates have been created to ensure progression in this element across the school. These are adjusted for each year group to ensure coverage of the key concepts of design, make and evaluate alongside the actual creation of products.

Assessment

The focus for assessment in DT at St James' is to ensure children recognise the purpose of different skills and techniques and are able to consider ways to solve a problem. We are aiming for our children to be creative in their approaches and they may, therefore, not all produce an exact replica. As such, assessment in DT is based on attainment of Learning Objectives and approaches to completing products rather than the appearance of the final product. DT is about following a journey from evaluating existing products, designing and creating our own and then evaluating this. These are the skills we are focusing on ensuring pupils are confident in applying.

Impact

The high-quality teaching of DT at St James will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to become resourceful, innovative, enterprising and capable citizens. All children will feel empowered to design and create a range of products as well as applying practical expertise to enable them to participate successfully in an increasingly technological world. Children will evaluate work by other designers and consider how resources may be adapted to suit the needs of others. They will learn to see the value of design in a variety of contexts and the scope of art to build towards different careers in the future.



French (MFL)

Intent

At St James, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages and the opportunities for communication that this brings. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways and to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning. Learners will:

- make substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study;
- become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies that allow them to succeed, including what to do when faced with unfamiliar language, memorisation and retrieval; develop the skill of using a bilingual dictionary and reference materials;
- manipulate language to speak or write French using their knowledge of features of French including grammar;
- recognise similarities and differences between English (and other languages they speak) and French;
- notice patterns and key sounds in French, including graphemes used to represent them, and apply them to speaking listening and reading aloud;
- appreciate and join in with songs, rhymes and stories, moving from copying sounds to adapting them through substitution and expansion;

Implementation

Our MFL curriculum has been designed to progressively develop skills in French. We are currently using the Rising Stars scheme to deliver our French lessons which consists of six units each year, with six lessons in each. These ensure children acquire a bank of vocabulary organised around topics and have opportunities to apply this knowledge by asking and answering questions, reading and composing sentences, often using a model, and to learn and practise grammatical structures and phonemic knowledge. They ensure development is progressive as they build on previous knowledge from units already studied, using short written or oral activities to reinforce and practise the learning from previous lessons.

Delivery

Pupils at St James' are taught French from Year 3 onwards. They experience direct teaching as well as completing independent activities to support the retention of new vocabulary and grammatical or syntactic structures. We aim to ensure French is taught for 30 minutes every week with opportunities for consolidation throughout the week. Staff may combine lessons into a longer fortnightly session to allow further time to use and secure vocabulary.

Evidence

All pupils in KS2 have folders to gather evidence of their French learning. This may not be for every lesson as some lessons will focus on oral pronunciation and conversation skills rather than reading or



writing. The folder is passed through the Key Stage to support pupils to recall prior learning and apply this as needed.

Assessment

The Rising Stars scheme has assessment opportunities at the end of each unit of learning. These are used to inform provision to ensure pupils have a secure understanding of the unit coverage.

Impact

We measure the impact of our curriculum through observing pupils speaking and listening in French and marking written work. The MFL subject leader monitors the impact MFL teaching is having on the pupils' learning, through work scrutiny, to ensure the progress of knowledge and skills is being taught. Through the Rising Stars scheme, the knowledge and skills taught are revisited and learners are able to apply the skills they have been taught. Impact will also be measured through key questioning skills built into lessons and child-led assessment.

Geography

Intent

At St James' our Geography curriculum is designed to develop children's curiosity and a fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Tunbridge Wells & Kent so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

We aim to provide all pupils with a firm foundation of their place in the world and how they fit into the wider picture, acknowledging that our school community reflects a wider geographical context.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is generally taught as the lead focus for a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to



apply their geographical skills in all areas of the curriculum, seeing themselves as a part of a progressively wider, interconnected and more complex world, both physical and human. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Delivery

Geography teaching at St James' is embedded within our topic provision. Skills are carefully mapped out to support teaching in all topics across a year. In EYFS, Geography is embedded into continuous provision with adult led activities planned as required to support this. In KS1 and KS2, there is one topic per year where Geography is the driver, with opportunities for Geographical skills and knowledge to be applied in other topics. Within Geography driven topics, key questions may be established alongside Learning Objectives to help structure pupils' knowledge and understanding. Pupils are taught Geography in either stand-alone hourly lessons or through their topic learning time each week.

Evidence

Geography learning is recorded in topic books. This may include written work, maps and observational drawings, photographs or other learning approaches as needed. We recognise that Geography learning involves practical activities that may not always be suited to recording and we encourage pupils to make decisions about the evidence they need to gather (particularly when completing fieldwork tasks). We use Digimap software alongside Google Maps to support mapwork skills and consider the most appropriate templates and models to support learning.

Assessment

Assessment in Geography is currently through achievement of the Learning Objectives and recall of key knowledge throughout a topic. We use assessment pieces to evaluate how well pupils are retaining knowledge and skills over a longer period. We have assessment questions linked to topics with the intention that pupils will respond to these at the end of a block of learning through mindmap, written response, oral presentation or other relevant approach. As pupils progress through the school, they may select the most appropriate method to present their understanding.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At St James' we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written learning.

History

Intent

All children will leave St James with an understanding of the important changes in Britain from the Stone Age to the present day, as well as an understanding of world history. They will have used a range of engaging sources, visitors and trips to explore key people from a range of backgrounds and cultures as well as studying important events.

All children will have had the opportunity to present their own work in a range of ways as well as develop their communication skills to discuss and question.



Children will begin a chronological understanding of time events and people in KS1 and then build on this in KS2 by comparing and contrasting different time periods and considering the impact of historical events on how we live today.

Through the teaching and learning in history, children will gain an understanding of their place within the world and how the past has shaped the present. Historical skills such as the understanding of the importance of evidence, understanding that there is always more than one interpretation of any event and knowing how to think critically will prepare the children for life in an increasingly complex modern world.

Implementation

To ensure high standards of teaching and learning in History we implement a curriculum that is progressive throughout the whole school. History is generally taught as the lead focus for a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their historical skills in all areas of the curriculum, understanding their own heritage, and historical concepts demonstrated through the history of the United Kingdom & key periods in world history. Teachers plan lessons for their class using our progression of knowledge and skills documents. This progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group.

Delivery

History teaching at St James' is embedded within our topic provision. Skills are carefully mapped out to support teaching in all topics across a year. In EYFS, History is embedded into continuous provision with adult led activities planned as required to support this. In KS1, History is embedded throughout the topics covered with some being more closely driven by the subject. In KS2, two topics are usually clearly driven by History learning. Within History driven topics, key questions may be established alongside Learning Objectives to help structure pupils' knowledge and understanding. Pupils across the school are taught History in either stand-alone hourly lessons or through topic learning time each week.

Evidence

History learning is recorded in topic books. We encourage recording in a variety of methods to suit the intention. Pupils are encouraged to explore and respond to evidence and sources through written work or observational drawing. Photographic evidence may also be used when appropriate. Pupils are also encouraged to engage with timelines displayed in every classroom highlighting key learning they have explored as well as identifying how time periods fit in the bigger picture.

Assessment

Assessment in History is currently through achievement of the Learning Objectives and recall of key knowledge throughout a topic. We use assessment pieces to evaluate how well pupils are retaining knowledge and skills over a longer period. We have generated assessment questions linked to topics with the intention that pupils will respond to these at the end of a block of learning through mindmap, written response, oral presentation or other relevant approach. As pupils progress through the school, they may select the most appropriate method to present their understanding.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At St James' we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written learning.



Music

Intent

The intention at St James' Primary School is firstly to help children feel they are musical and develop a lifelong love of Music. We focus on developing skills, knowledge and understanding that children need to become confident listeners, composers and performers. Our curriculum exposes children to music from different eras, cultures and styles. It teaches children to respect and appreciate the Music that they hear and the opinions of others when appraising Music.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to the music that they hear. They will develop an understanding of history and cultural concepts through Music and will learn how Music can be recorded and written. Children will learn skills such as team working, cooperation, problem solving, presentation and performance skills. All of which are transferable to their general lives inside and outside of school.

St James' Primary School music scheme, Charanga, enables pupils to meet end of key stage expectations outlined by the National Curriculum.

Implementation

To ensure high standards of teaching and learning in Music, we deliver a six lesson unit of work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
3. Performing

Each unit combines these strands to create an engaging and enriching learning experience. Teachers should provide a weekly Music lesson. Through the use of the scheme children will be taught to sing fluently, confidently and expressively. They will be taught to play tuned and untuned instruments accurately and with control. They will learn to identify and name the interrelated dimensions of Music; pitch, duration, tempo, timbre, structure, texture and dynamics. Children at St James' take part in a weekly singing Collective Worship. There are many children who take part in individual lessons learning to play the guitar, piano, violin and drums. There is a KS2 choir who meet weekly to rehearse and practise singing a range of songs of different styles. The choir take part in local concerts where they sing alongside children from other schools in the area.

The Charanga Scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress by facing more complex tasks and completing simple tasks better as well as developing understanding and knowledge of the history of music, notation and a deeper understanding of the interrelated dimensions of music. Each lesson, pupils actively participate in musical activities taken from a range of styles and traditions. They appraise, share their thoughts and ideas about the music they have heard as a whole class developing their musical skills. Lessons include a range of teaching approaches such as paired work, group work and independent tasks. Lessons are practical and incorporate movement and dance elements as well as allowing teachers to make cross curricular links too. Guidance for teachers on how to deliver and differentiate their teaching accordingly is provided through the Charanga Scheme. This allows teachers to stretch and support those who need it during their Music lessons. Teachers have access to a range of percussion and non-percussion instruments. This year, in Year 3 pupils will learn to play the recorder,



in Year 4 and Year 5 pupils will learn to play the glockenspiels and in Year 6 children will learn to play the ukulele. The Charanga Scheme provides knowledge organisers for each unit to support pupils in building a factual knowledge by recalling key facts and vocabulary. All teachers have access to the Charanga scheme where they are able to access videos and documents to support their subject knowledge. This provides relevant support and ongoing CPD for those teachers less confident in teaching Music. The Charanga Scheme is used at St James' Primary School to ensure teachers feel confident and supported with their teaching.

Delivery

At St James', we aim for pupils to experience 1 hour of direct Music teaching per week. This includes our weekly singing assembly where pupils focus on singing and performing together as a group. Classroom teaching is based on the Charanga scheme, with time allocated to listening, playing, composing and performing. We also allow Music to be taught in a block during our school Assessment Weeks.

Evidence

As a practical subject, Music does not require copious amounts of evidence. Some lessons will explore notation or evaluation, so pupils may record during these and the learning will go into their topic books. Every lesson includes a performance aspect and these may be recorded digitally and stored in the Music folder on the school system to revisit and respond to.

Assessment

Assessment in Music is primarily based on Learning Objectives and approaches. Each unit of Charanga concludes with a Theory Quiz to aid teacher assessment. This shows what knowledge pupils have retained throughout the unit.

Impact

The impact of the curriculum at St James' Primary School can be monitored through both formative and summative assessment opportunities. Each unit provides guidance for teachers in assessing pupils against learning objectives and highlights the expectation for those working at the expected standard and those working at greater depth. There are knowledge organisers for each unit which provides support for pupils with key learning visuals which encourage recall of practical skills, key knowledge and vocabulary.

After the implementation of the curriculum at St James' pupils should leave the school equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music.

Physical Education (PE)

Intent

At St James' we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities



- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson

Implementation

Staff teaching PE, which includes MSporti, will plan and teach PE lessons using the Complete PE scheme of work. The Complete PE programme provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE.

It is fully aligned to the proposed National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. The foundations of the Schemes are based on Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal skills).

We also use Cross curricular orienteering for teaching OAA and for active work in all other subject areas. Making fitness part of the schools daily lives.

Delivery

At St James', we aim to ensure all pupils receive 2 hours of PE learning every week. We understand the importance of physical activity and also try to embed opportunities for exercise throughout the day. Pupils in Reception have physical resources and apparatus in the outdoor provision and have access to this throughout their Child Initiated learning time. They also complete a taught PE lesson each week following units from Complete PE to support the development of a wider variety of skills. In KS1, pupils undertake 2 taught lessons per week following the Complete PE scheme. Teachers work through each unit individually, meaning there is typically coverage of two areas per term. PE in KS1 focuses on developing core skills and knowledge to allow pupils to access a variety of sports as they progress through KS2. Within KS2, pupils undertake two PE lessons per week. One of these lessons may be taught by an external provider – Msporti – who follow our Complete PE scheme. This allows pupils an opportunity to explore the subject with a specialist. KS2 pupils also access a block of swimming lessons each year to further develop their skills. These are led by teachers qualified in swimming instruction.

Evidence

As a practical subject, we do not require evidence for PE. Pupils may video performances or activities to further their understanding and develop their analytical skills when breaking down movements and evaluating performances.

Assessment

The Complete PE Scheme identifies key questions and assessment points for each individual lesson. These are used by teachers to identify how well pupils have understood and applied the objectives of the lessons. Teachers use these notes to help guide their future provision.

Impact



Our pupils should demonstrate confidence in a broad range of PE and Sporting skills, evident in lessons and also (for many) in participation in inter-schools and external events. Success in PE should also be evident in their social and personal skills, resilience and sense of team-work. Lesson observations are conducted by the PE subject leader using a peer mentoring approach. Children's levels of activity are monitored and clubs are tailored to try and address the needs of less active children.

We celebrate all sporting participation and achievement in our celebration assemblies and on our social media.

PSHE

Intent

Our goal is to establish a comprehensive PSHE curriculum that lays the foundation for health and wellbeing for the entire school. Our aim is to equip children with vital skills and positive attitudes to help them achieve their full potential both academically and socially. We want to foster personal, social, and emotional development in age-appropriate ways, building on their previous knowledge as they progress through the school.

Our curriculum is built on our Christian values of trust, forgiveness, co-operation, kindness, hope, and openness. We seek to create a safe and nurturing environment for children to learn PSHE, empowering them to make informed choices, take responsibility for their actions, and respect and value differences.

We aspire to help children understand themselves as developing individuals and as members of their communities, drawing on their own experiences and those of others. We want to teach them to show acceptance of others, regardless of background, religion, race, gender, or sexuality, and to recognize that we are all God's children.

As children progress through upper KS2, we will provide effective sex and relationship education to support them in their physical, emotional, and moral development. Our aim is to help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Implementation

At St James', we adopt the SCARF PSHE program, which provides a comprehensive scheme of learning for the entire school, from Early Years Foundation Stage to Year 6. SCARF stands for Safety, Caring, Achievement, Resilience, and Friendship, and it is based on a values-based "Growth Mindset" approach, which is mapped to the PSHE Association programs of study. The program is divided into six half-termly units tailored to each year group, which cover themes such as Being My Best, Me and My Relationships, Keeping Myself Safe, Valuing Difference, Growing and Changing, and Rights and Responsibilities.

The SCARF curriculum is taught through a spiral approach, with units being explored in greater depth and resources tailored to each age group. All teachers have access to online SCARF resources, including lesson plans and additional materials, which can be modified to suit specific classroom issues, such as those related to LGBTQI+.

At St James', we integrate our school values of Trust, Forgiveness, Co-operation, Kindness, Hope, and Openness into the PSHE curriculum wherever possible. These values play a significant role in our



collective worship focuses each term. Additionally, British values are embedded throughout the SCARF curriculum.

We also use collective worship as a means of discussing topics such as random acts of kindness, anti-bullying, e-safety, wellbeing, and healthy lifestyles. To monitor and record significant learning, each child has a PSHE Passport that travels with them throughout their school journey. As the symbol of St James is the pilgrim's shell, we seek to support each child on their journey by laying firm foundations and growing and learning together.

Delivery

PSHE is taught explicitly through weekly 30-minute lessons. These follow the planning from the CORAM SCARF scheme. Pupils are encouraged to participate in circle time activities and share their thinking in a safe space. Alongside this, we ensure PSHE elements are revisited and considered through daily life, particularly when facing relevant situations.

Evidence

Pupils are provided with a PSHE Passport folder in Year 1 and this follows them through to Year 6. Within PSHE lessons, there may be written or recorded activities which allow opportunities for pupils to gather their thoughts and ideas. Some lessons may not suit recorded activities, so we do not expect a specific quantity of recorded evidence. We believe that the application of strategies and skills discussed within PSHE lessons in real-life situations is the best evidence of pupils' understanding.

Assessment

The SCARF scheme provides pre- and post-unit assessments to identify the knowledge pupils have developed throughout the lessons. Pupils complete these in an age-appropriate manner (class, group, paired or individual understanding) prior to starting the unit and again at the end. This may be through adding further ideas to the original document.

Impact

A well-designed PSHE curriculum helps children become happier and more positive about school life as a whole. It equips them with a better understanding of rules and responsibilities and enables them to handle setbacks and disagreements. At our school, we use PSHE passports and science books in term 6 to evidence PSHE progress.

We provide a safe and supportive environment for children to discuss their feelings, opinions, and develop their emotional intelligence. Teachers use informal assessment tools, such as circle times, discussions, focus questions and pupil conferencing, to review children's progress within each area of PSHE learning, as well as more formal Pre and Post unit assessments.

Our children understand and embrace the school values and the fundamental British values. They demonstrate a positive and healthy outlook towards school and exhibit positive behaviour, as they understand their responsibility for their actions and how they impact others.

Science

Intent

At St James' all pupils will leave with an understanding of the important scientific knowledge and be able to use and apply scientific skills to understand the world that they are part of. The children will have an understanding of natural animal and human world, how we have evolved from the beginning of time, and the application of science in our everyday lives. They will have used a range of engaging



resources, actively engaged in scientific discovery and explored key scientists from a range of backgrounds and cultures as well as studying modern world climate and scientific issues. The children will also know about some relevant scientists and the impact they have had on the world.

All children will have had the opportunity to present their own work in a range of ways as well as develop their scientific skills to discuss, analyse, measure, classify and question, before presenting their findings. Working practically Explore and investigate, children will work collaboratively and systematically to answer a question.

Children will begin by developing an understanding of plants, themselves, the world around them, animals and materials in KS1 and then build on this in KS2 by making links to the wider world and current issues, including the climate, pollution and sources of energy, deepening their understanding and questioning of their previous learning.

Through teaching and learning in science, children will gain an understanding of the world locally and globally and the challenges the modern world is facing. Scientific skills such as questioning, testing, analysing, predicting and concluding will prepare the children for life in an increasingly complex modern world.

Implementation

To ensure high standards of teaching and learning in science we implement a curriculum that is progressive throughout the whole school. We use the Kent Science Scheme to support planning. Science is taught weekly through sequential and coherent patterns which build upon previous learning. Science focuses on the knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their Scientific skills in all areas of the curriculum, questioning their understanding of the world they experience, and developing ways to explore and answer their questions and to provide possible solutions which can be tested. Teachers plan lessons for their class using our progression of knowledge and skills documents. This progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group.

Delivery

Pupils in the Early Years are continuously exploring Science through the continuous provision. They actively engage with and explore the world around them through visits to the school woodland and time spent in the outdoor area. There are opportunities for adult led learning to further embed skills and understanding. In KS1, pupils build towards 2 hours of Science learning per week. This is connected to the topics explored and can drive topics if appropriate. In KS2, all pupils engage with 2 hours of Science learning per week.

Science lessons allow opportunities to experiment and explore, developing the 'Working Scientifically' skills alongside growing knowledge and understanding. Pupils are encouraged to reflect upon activities and record their understanding alongside participation in activities.

Evidence

In EYFS, Science learning showing key progress for a pupil is recorded in their individual Learning Journal. In KS1, all Science learning is recorded in the Science folder which is passed between Year 1 and 2. This ensures all relevant skills and knowledge for the Key Stage is explored over the two-year period. It also allows for clarity in progression of Working Scientifically approaches. In KS2, pupils record their science learning in individual Science subject books. They have a new book each year and use this to record all Science learning.



Scientific evidence includes (but is not limited to) recording associated with investigation or experimentation, classification or sorting, knowledge building through text and/or diagrams or photographs of learning. Pupils are taught to use scientific terminology and vocabulary in their learning.

Assessment

Within the Kent Science Scheme we use, each unit of learning concludes with assessment activities. These may be practical or recorded and allow staff to identify pupils' understanding in relation to the knowledge covered. Some skills are also explored through these activities, however these are primarily assessed through Learning Objectives within lessons. Teachers record Science assessment at each data drop (3 times per year), highlighting whether pupils are working at the expected level, working towards this or working below the age-relation expectations.

Impact

Our Science Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At St James' we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written and practical learning. The children will be able to select appropriately from a variety of techniques to investigate and provide answers to questions, making links to the local and wider world.