CLAYTON ST JOHN CofE PRIMARY

CURRICULUM POLICY

Ratified by Governors:	20/05/2025	Signed Headteacher: Gemma Emsley Chair of Governors: V Verma
Next Review Date:	Summer Term 2028	

'Growing together in God's Love'

A member of the bdat family

Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision Statement

'Growing together in God's Love'

Rooted deeply in God's love, we flourish as individuals and as a community.
Within a nurturing environment, we develop curiosity, creativity and a love of learning.
We learn and grow when things go well, and things go wrong. In all we do we hope to be the best we can be.
Ephesians 3 v 16 and Jeremiah 17 v 7 & 8

Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Our Vision

At Clayton St John CofE Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following Values and principles that, as stakeholders, we all aim to uphold:

RESPECT

R: Resilience - To take risks and be confident to have a go and not give up when mistakes are made.

E: Encouragement - We are motivated by our family, friends and teachers and rejoice in God's love.

S: Security - The love, care and responsibility we are given make us feel safe at school.

P: Pride - Achieving individual goals and successes to be the best we can be.

E: Empathy - The ability to understand and share the feelings of others.

C: Collaboration - Working together we respect our differences and listen to each other.

T: Trust - With faith in God's love and each other, we can live the life we want to live.

Curriculum Intent

At Clayton St John C of E Primary (CSJ) our intention is that our curriculum extends opportunity, raises aspiration, and equips children to live today and for tomorrow, supported by our vision, ***Growing together in God's Love.***

Rooted deeply in God's love, we flourish as individuals and as a community. Within a nurturing environment, we develop curiosity and a love of learning. We learn and grow when things go well and when things go wrong. In all we do we hope to be the best we can be.
(Ephesians 3v 17 - 19 and Jeremiah 17 v 7 & 8

Curriculum Approach

- Our curriculum units are planned from the National Curriculum programmes of study. These help us to create a curriculum that is broad and balanced. We have tailored units to make them relevant to our pupils' backgrounds, interests and environment.
- Our curriculum is sequenced coherently to build upon pupils' knowledge and skills throughout the key stages.
- Our curriculum is designed to be ambitious and provide pupils with knowledge and skills to draw upon and develop their cultural literacy.
- Our curriculum is adapted to support pupils of all abilities, including those with special, educational needs.

Curriculum Implementation

Children 'learn to read' and then 'read to learn'; this equips children with the skills required to seek and retain knowledge
By consistently using the teaching strategy of 'I do, we do, you do', children are well rehearsed in practising newly acquired skills, which in turn enables them to become confident leaners. In ensuring teaching is modelled and delivered in this way, we believe this demonstrates our high expectations of all learners.
Feedback is purposeful, timely, ongoing and instructional and gives specific instruction of what children need to do next.

To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life by:

- developing principles for distinguishing between right and wrong.
- developing pupil knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals
  and societies.

- passing on enduring values, developing pupils' integrity and autonomy and helping pupils to be responsible and caring citizens capable of contributing to the development of a just society.
- promoting equal opportunities and enabling pupils to challenge discrimination and stereotyping.
- developing pupil awareness and understanding of, and respect for, the environments in which they live, and securing their commitment to sustainable development at a personal, local, national and global level.
- equipping pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights.
- promoting pupils' self-esteem and emotional wellbeing.
- helping pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, the academy, work and in the community.
- developing pupils' ability to relate to others and work for the common good.
- enabling pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- preparing pupils for the next steps in their education, training and employment and equipping them to make informed choices at the academy and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside the academy, including leisure, community engagement and employment.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

The Local Governing Body

The governing board will monitor the effectiveness of this policy and hold the Head Teacher Deputy Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The local governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The local governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 All staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Leaders are responsible for monitoring curriculum subjects, to ensure they are implemented in accordance with their individual subject policies.

4. Organisation and planning

MATHEMATICS:

At Clayton St John C of E Primary, we follow a mastery approach to the teaching of mathematics ensuring that all our pupils are able to achieve Greater Depth by the end of KS1 and KS2. Pupils are given daily opportunities to develop their fluency skills through activities based on spaced retrieval allowing teaching staff to identify and close gaps in learning and correct misconceptions.

The teaching of Maths at Clayton St John C of E Primary will give opportunities for all learners to develop mathematical thinking and mastery skills throughout questions that enhance fluency, reasoning and problem solving.

Our Mastery approach ensures we are teaching children to their year group expectations whilst always having challenge available for those working at greater depth. The maths curriculum is designed to support children who may find the task challenging through scaffolding, which is progressively removed as they become more independent. The curriculum is designed to develop children's independence, mathematical thinking, confidence and self-challenge to get onto the higher order questions.

We aim that all pupils:

- Be fluent in the fundamentals of mathematics; through practice over time, have developed understanding of key mathematical concepts and be able to recall and apply their knowledge rapidly and accurately.
- Reason mathematically; be able to follow a line of enquiry, infer relationships between elements of mathematics, and develop their arguments, justifications and proofs using mathematical language.
- Solve problems; by applying their mathematics to increasingly complex problems; by breaking problems down into a series of simpler steps, and by persevering until they have found the solution.
- Can use the language of mathematics accurately; discussing their learning with confidence and precision.
- Are engaged, enjoy and succeed in maths lessons.
- Have access to maths every day.

We are committed to ensuring that all pupils are given the opportunity to achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education.

Our definition of mastery:

Mastery is not just being able to memorise key facts and procedures. Mastery means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations.

For all maths concepts, teachers need to ensure that children are 'challenged through being offered rich and sophisticated problems.' After developing secure fluency, children need to show that they can apply their knowledge in mathematics in a range of contexts moving on further for greater depth and mastery.

How we do this:

We follow the LTP's that incorporate NCETM spines for number. We use S plans to show clear start and end points of mathematics units whilst showing progression and challenge.

- SEN children have clear provision.
- Arithmetic skills are taught daily.
- Year groups focus on the appropriate times table with a particular focus on practice and development in year 4.
- 5 lessons taught per week minimum.
- A clear learning objective is shown in the lesson plans
- Learning objectives are taken from the White Rose.
- NCETM is also used and adapted to the needs of the pupils.
- A range of pictoral/concrete/ abstract/variation and reasoning activities are evidenced.
- Both year group classes will follow the same sequence in learning.

ENGLISH:

At Clayton St John C of E Primary we believe that English is a tool that children can use to support children in communicating their ideas, thoughts and emotions. We believe that giving children access to a range of high quality literature is key to this. Our approach is intended to support the children in; reading fluently with a good understanding, to develop their skills in writing and in doing all this to eventually adapt their writing style to different purposes and audiences.

To support this, we have developed a 3-stage cycle to support the teaching of English.
As part of this, we have recently purchased new, high quality texts to complement our Wider Curriculum that are used as a stimulus for teaching a unit of English. These texts have been specifically chosen for each year group to engage, challenge and inspire children as well as widen their knowledge.

Throughout the year, there is a strong focus on 'the sentence' ensuring that children can recognise and write grammatically correct sentences throughout their learning. Other skills taught have been broken down into small steps and spread across the terms to ensure children have a depth of knowledge and ability of each skill.

These skills are taught, in line with a text, through our 3-stage cycle. *(Reading and Comprehension; Grammar and Structure; Planning, Writing and Editing)*
This interchangeable cycle gives children the ability to:

- Have access to a wide range of texts
- Read 'Good Examples' of age appropriate grammar and vocabulary
- Compare texts to one-another
- Develop their speaking and listening skills
- Look for patterns / structures in a text
- Identify, learn and use a variety of grammatical features
- Identify, learn and use new vocabulary
- Write their own piece of writing based on the text they have been using and including the skills they have been taught / embedding.

Our writing lesson is also part of our daily reading time and so time is dedicated to the reading of the text or a 'Good Example' piece of writing based on the text.

Love your words

Whilst most learners begin to acquire language long before they start school, it cannot be taken for granted that vocabulary will develop on its own without explicit guidance or formal instruction. As learners get older and advance through school, the quantity and variety of vocabulary they are required to retain and use correctly increases significantly. Without an effective strategy in place for teaching vocabulary, learners can fall behind and become overwhelmed. This is why a tiered approach to vocabulary instruction plays such an important role in the classroom, both to help teachers provide targeted instruction and support learners in understanding why and when they need to use certain words and phrases.

Tier 1 vocabulary

Tier 1 vocabulary consists of high frequency words, most used in spoken language, which do not typically have multiple meanings. These can be basic nouns such as 'house', 'dog', and 'phone', which learners come across in normal everyday conversation. In most cases, learners will have already acquired this basic level of language prior to starting school and they can continue to develop their tier 1 vocabulary on a day-to-day basis when communicating with their peers and teachers, in tandem with their formal learning.

Tier 2 vocabulary

Tier 2 vocabulary is also high in frequency but is predominantly used in written language. Examples include words such as, 'analyse', 'context' and 'sufficient'. More complex, nuanced and academic in nature, Tier 2 vocabulary is not subject specific; it can have multiple meanings and requires a much higher degree of literacy for learners to comprehend.

Tier 3 vocabulary

Tier 3 vocabulary is low frequency, subject-specific language that is used only in reference to particular concepts, topics and processes. Tier 3 language requires learners to possess a certain level of subject knowledge to understand the specific terminology in question: for example, 'hypotenuse', 'tectonic' or 'photosynthesis'. It is the language used by subject specialists when discussing their field, such as historians, artists, scientists, and engineers, and it is the specific vocabulary used in the classroom to teach these subjects.

At Clayton St John we use of wagolls to teach tier 2 vocabulary during our English lessons. A word is taught daily through our love your words unit. This develops the children's understanding of the word, and they can then confidently apply it to their writing.

Grammar in context

Grammar is extremely important. At Calyton St John we teach grammar in context. Using our wagolls and texts to teach ARE grammar.

We aim that by the end of Year 6 our pupils will:

- Have high standards of language and literacy.
- Have a strong command of spoken and written English.
- Have developed a wide vocabulary, an understanding of grammar and the language conventions for reading, writing and spoken language.
- Write clearly in a range of styles for different purposes and audiences.
- Be able to use speaking and listening effectively in a range of different contexts – formal and informal.
- Be able to read fluently and with good understanding.
- Have a love of literature and read widely for pleasure and information.
- Have developed the habit of reading widely and often for pleasure and for information.
- Have an appreciation of our rich and varied literary heritage.
- Be able to explain their ideas and understanding clearly and use discussion to help them to learn.
- Be able to draw on their own knowledge, experiences and learning and embed them into their writing

Good Examples

Each class has a 'Good Example' of the story Little Red Riding Hood. This is progressive throughout the year groups to demonstrate the end of year expectations for each year group. The children then have this as a model piece of writing in their classroom that they can use to support them with their learning.

Assessment of Writing

We assess the children's writing through a variety of strategies to support them in improving their sentence construction, vocabulary and grammar, e.g.

- Children encouraged to read their writing at the end of each lesson; this supports with understanding next steps for the following day
- Allowing time for the children to edit and improve their own writing
- Assessment grids are used to identify progress and gaps in learning
- Moderating writing across the year group / phase to ensure consistency in assessment judgements across the school.

For more information on the 3-stage cycle; recommended stimulus texts for English; good examples; and progression of skills documents please refer to the website under 'curriculum'.

Reading to Learn

At Clayton St John C of E Primary, we believe that reading provides access to a world of experience, much of which we could not achieve in a single lifetime. We can access the past, present and future. We can travel to different worlds and enter the thoughts and feelings of different characters, real and imaginary. Reading provides us with a world of factual knowledge and information.

Daily Reading

Children who are 'Reading to Learn' have access to daily reading.
This is taught through:

- A 30-minute dedicated reading lesson
- An English lesson focused on a study text (see English page)
- The Reading Lesson
- Wider Reading (time to listen to and enjoy a book)

The Reading Lesson

From the Summer term in Year 2 (or earlier if the children are ready), we teach 'The Reading Lesson'. During this, children read texts that are age-related from the beginning of the year. We teach children to access information in challenging texts by employing a range of strategies; e.g.

- Pre-reading - skimming texts to ascertain the gist
- Reading and re-reading
- Breaking up longer, complex sentences to isolate the key elements
- Summarising sections
- Isolating unfamiliar words and checking the meaning
- Metacognition
- Creating an internal dialogue; is this making sense? What pictures am I building in my mind? What is the Big Idea of this text? Etc.

Home / School reading

We have newly purchased Year Group Library books that are high-quality texts including poetry, novels and non-fiction. The texts have been chosen to challenge children and to offer a wide range of reading experience. They are also linked to their work in other subject areas whilst being matched to the maturity level of the age group. All children can select from the class library, and we ask parents to support their child's reading at home by sharing the book with them each evening. Children who are still securing their early reading skills in KS2, will also take a phonically matched book home along with their Year Group Library book. This is in addition to their 1:1 phonics session that they have in school at least 3 times per week.

We also have access to online libraries such as Epic Books (getepic.com) where children can read books set by their class teacher.

Assessing children who are 'Reading to Learn'

Once children have completed the Read Write Inc. phonics programme and are now Reading to Learn, we assess reading in a variety of ways to build up a picture of a child's strengths and next steps:

- Weekly 1-1 reading session from a levelled book
- Bench Marking Assessments (Fluency and Comprehension)
- Skills demonstrated in reading lessons
- Written work and reading skills in other text-based lessons
- Attitudes to reading demonstrated in use of the class library
- Termly reading comprehension papers

Early Reading

Aims

At Clayton St John CofE Primary we are passionate about children's reading. Our key aim is to teach all our children to read confidently and fluently, demonstrating good understanding of what they have

read. We are committed to exposing children to a broad range of reading material to develop their love of reading and promote widespread reading for pleasure.

Our aims are to ensure that pupils:

- Read with fluency and expression.
- Demonstrate good understanding of what they have read.
- Read widely and often for pleasure
- Use reading to find information and to enhance learning.
- Develop a wide range of vocabulary.

At Clayton St John CofE Primary, we define reading in two phases: *learning to read* and *reading to learn*. The emphasis of teaching is different in each stage, although strategies are used in both stages.

The National Curriculum states that "Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words."

How we do this:

Phonics is the key teaching strategy in the *learning to read* phase. It is vital that children acquire three key phonics skills: -

- Hearing sounds in words
- Blending sounds for reading
- Segmenting sounds for spelling

All phonics lessons provide opportunities for children to develop these three skills. At Clayton St John CofE Primary, we have chosen the Read Write Inc (RWI) phonics programme because research evidence and experience from other schools demonstrates its effectiveness in teaching children to read.

It is our policy that: -

- RWI phonics programme is followed in EYFS and KS1 until they complete the full programme.
- Children receive 30 minutes quality phonics session each day. Although this is not the only phonics children are exposed to throughout the day. Phonics skills are used in reading and writing everyday across all areas of the curriculum.
- Children are grouped by ability for phonics from Reception to Year 2.
- Children are assessed each half term and grouped accordingly.
- Any children in KS2 who have not completed the RWI phonic programme to receive 1:1 phonics intervention at least 3 times per week.

In addition to daily phonics lessons children have reading *fluency practice sessions* 3 times per week in classes. Children are grouped by phonics stage for fluency sessions as for phonics. The purpose of the sessions is to provide structured opportunities for children to acquire fluency in reading. This skill is key to success in all curriculum areas as they move through school. Our fluency sessions follow a three-day cycle:

- Day 1- Reading for fluency.
- Day 2- Reading for prosody.
- Day 3- Reading for comprehension.

Any children who have not completed the RWI programme by the end of year 2 will continue with fluency reading sessions 3 times per week as well as 1 session looking at reading comprehension and 1 session looking at SATs style questions.

Home reading

Continuing to practise reading at home will help to support children to read easily and fluently and with good understanding.

Children in Nursery will take home a lilac picture book each week. This will encourage children to talk about books and promote the early stages of a love of reading.

Children in Reception and KS1 will take home a home reading book matched to the phonic stage they are working at. These books will be changed weekly.

Any children in KS2 who are still accessing the RWI programme will also take home a home reading book matched to their phonic stage.

SCIENCE:

At Clayton St John CE Primary School, we love learning all about the world around us through science with a sense of curiosity and wonder. We develop our investigative attitude and skills by exploring and experimenting, trying and improving, sharing and explaining. We believe future scientists, engineers, medical professionals, teachers, technicians, astronomer, botanists and a whole host more, begin their careers at primary school.

We aim that all pupils will:

- Have acquired scientific knowledge and conceptual understanding through studying the disciplines of biology, chemistry and physics.
- Have acquired knowledge and understanding of the nature, processes and methods of science through enquiries that help them to answer scientific questions about the world around them.

- Be equipped with the scientific knowledge required to understand the uses of science – today and in the future.

How we do this:

We provide purposeful, challenging and engaging science lessons. We use Kapow scheme and adapt the units to meet the needs of our learners.
The units of work we teach have been specifically chosen and build on previous learning.
We provide opportunities for children to work both collaboratively and independently.
We listen carefully to our children's ideas, respond to their ideas and extend their thinking.
Knowledge is the starting point of each scientific unit, text-based lessons are encouraged while lesson starters help embed knowledge.
We link our curriculum to the real world and make the most of opportunities both locally, nationally and globally.
Learning organisers are created for each unit, in each year group to allow children to reference when needed.
Learning objectives will have a clear skill, context and concept.
Work is recorded in every lesson, in an individual science book and each lesson will be taught by a teacher.

HISTORY:

At Clayton St John C of E Primary School, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching will equip pupils with knowledge about the history of the British Isles; how the country has changed and developed by the coming of different peoples right up to the present day; how it has influenced and been influenced by the wider world; know and understand the changes that their home town and city have undergone, particularly since 1800 and the birth of civilisation; know and understand some important abstract concepts; know there are different periods of history and have an understanding of chronology; know that our knowledge of the past helps us to understand the present; know how to find out about the past and understand that not all sources are reliable; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Our planning and learning is supported using the Kapow scheme, this is adapted to meet the needs of all learners.

How we do this:

We aim to shape our history curriculum to ensure it is fully inclusive to every child.

We provide a broad, balanced and differentiated curriculum that encompasses the British Values throughout

We ensure the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Ensuring that pupils are confident with the disciplinary and substantive knowledge.

Our lessons are text based and use the IWY strategy of learning which enables pupils to develop and embed their understanding, skills and knowledge.

GEOGRAPHY:

At Clayton St John C of E Primary, we aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Our teaching will equip pupils with knowledge of where globally significant places are in relation to each other; where West Yorkshire and Bradford are in relation to the UK and the world; what the geographical features of Yorkshire are and where they are located. Our planning and learning are supported using the Kapow scheme, this is adapted to meet the needs of all learners.

How we do this:

We develop children's contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

We give children opportunities to develop their understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

We give opportunities so that children are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our lessons are text based and use the IWY strategy of learning which enables pupils to develop and embed their understanding, skills and knowledge.

PSHE:

At Clayton St John we have collaborated with our children, parents, Governors and the Church to ensure that we have a (Sex) and Relationship curriculum that is appropriate for our community. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

How we do this:

Using the PSHE Associations thematic approach, the staff have worked together, responding to the consultation findings, to create a bespoke program of Relationship Education for our pupils. This long-term overview ensures that our staff follow a progressive approach so that our pupils build on prior learning. Through our Collective Worship program and weekly PSHCE lessons, children are given the skills and knowledge to ensure they have a good understanding of themselves and others, and to become positive members of 21st Century Britain.

MUSIC:

Music Intent and Implementation

At Clayton St John Primary School, we teach Music in line with the National Curriculum. We want music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want children to feel able to be expressive and develop their own appreciation of music.

Music is planned in line with the statements laid out in the national curriculum with Sing Up being used to provide extra support and resources to enhance music teaching. Sing Up provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

The Sing Up Scheme provides teachers with week-by-week lesson support for each year group in the school from Nursery to Year 6. It also provides essential teaching resources to aid with the delivery of lessons. The Scheme supports all the requirements of the national curriculum.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music.

Through our music lessons children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learning to

handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given the opportunities to apply skill and given chance for collaboration through composition.

ART:

Intent

Clayton St John's Art scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our lessons are planned and designed to give our pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through History.

We follow the Kapow scheme of work which supports pupil to meet national curriculum end of key stage attainment targets and has been written to fully cover the National Society for education in Art and Design's progression competencies. It will enable pupils to create art work with a real purpose in terms of displaying and sharing the work they create and showcasing the skills and progress they have made.

Implementation

Our art curriculum provides a clear and comprehensive scheme of work that will show progression of skills across all key stages within the strands of Art.

The children are given an opportunity to present their sense of vision through observation, experimentation and illustration. Pupils are encouraged to use their imagination through a variety of artists, a wide variety of media and manipulative skills are developed as well as an awareness of colour, texture, design and dimension.

Due the children will have access to key knowledge, language and meanings, they will be able to apply this to their work in Art and across the wider curriculum. There will be, where applicable, links to develop the children's learning experiences, which could take the form of whole school workshops or be linked to a wider cross curricular project.

Regular updates of sketchbook techniques will be demonstrated by the subject leader.

PE:

At Clayton St John Primary School, we aim to provide a well- balanced curriculum which covers the statutory requirements of the PE National Curriculum. In the EYFS, opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities that involve the use of a range of equipment and involve different spatial experiences.

We value the importance of Physical Education at Clayton so to ensure our lessons are effective and provide the right amount of challenge, all of our lessons in KS1 and KS2 are led by a class teacher. Our EYFS children have the opportunity to be physically active all day, every day. We have developed a deliberately challenging outdoor area for them to use. Whatever the weather, our children are able to burn off some energy outdoors at Clayton St John.

In KS1, pupils participate in a minimum of 1 hour of high quality PE a week. These lessons focus on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastics and dance activities.

In KS2, pupils participate in a minimum of 1 hours of high quality PE a week. These lessons continue to apply and develop a range of skills and units of work including a range of invasion, net / wall, fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

Teachers use schemes of work focusing on each of the key skills and cross- curricular links to other subjects are made whenever possible. Each lesson is adapted to challenge pupils and provide opportunity for children of all abilities to develop their skills, knowledge and understanding of each key area.

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork. We plan a range of activities that encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. They are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

All children are encouraged to join clubs and extend their interest and involvement in sport. As well as this, children also have the opportunity to participate in school competitions.

The specific skills and knowledge taught in Physical Education are detailed in our Skill Progression and Knowledge Progression documents.

FRENCH:

At Clayton St John Primary School, we teach the French curriculum as part of the Modern foreign language in KS2. Children in KS1 are made aware of other languages and are encouraged to use them, For example, answering the register in French. The curriculum followed is based on the guidance given in the revised National Curriculum.

Pupils in KS2 learn French. The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of our multicultural world, giving them an insight into

their own culture and those of others. The learning of a foreign language provides an opportunity for cross-curricular links, reinforcing understanding of other subjects.

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun.
- To make young children aware that language has a structure, and that the structure differs from one language to another.
- To help children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.
- To lay the foundations for future study.

The children are taught to know and understand how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Memorise words.
- Recognise and apply key French vocabulary verbally
- Interpret meaning.
- Understand basic grammar.
- Use dictionaries.
- Write words/phrase/sentences in French
- Work in pairs and groups and communicate in French.
- Look at life in another culture.
- MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

COMPUTING:

Through our computing curriculum at Clayton St John CofE primary school, we aim to give children the skills and knowledge they need to navigate the wider world through a variety of computer technologies.

We expand their ability to embrace technology in a socially responsible and safe way and encourage children to be independent, challenging and collaborative. During their time at school, the children will gain competency when using I pads, computers, cameras and other devices. The computing curriculum is tailored following the national curriculum in England for computing, which is as follows:

In KS1, children will be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In KS2, children will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RELIGIOUS EDUCATION:

At Clayton St John we recognise that R.E is a core academic subject which aims to develop the theological and religious literacy of our children through the study of the main religions. We strive to equip our children with the means to undertake a meaningful dialogue with those of differing beliefs and in so doing give them the tools to live in a diverse and ever-changing world. We celebrate and appreciate the viewpoints of others whilst still maintaining our Christian ethos. We teach at least 1

hours of RE per week from EYFS up to Upper Key Stage 2. We follow the Leeds and York Diocesan Syllabus for Religious Education from EYFS up to Upper Key Stage 2 and deliver at least 1 hour of RE teaching per week from KS1 up to Upper Key Stage 2. In addition to the syllabus, the teaching of Christianity in school is supported by the 'Understanding Christianity Units' produced by RE Today.

How we do this:

We teach children to:

- Make sense of belief
- Understand the impact
- Make connections

Our approach is that all children in our care are entitled to a curriculum that develops their confidence in who they are and what they believe, whilst still promoting respect and acknowledgment of the beliefs of others.

DESIGN & TECHNOLOGY:

For Design and technology, we follow the Kapow scheme of work which aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum.

How we do this:

We develop children's creative; technical and practical expertise need to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
We encourage children to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
We develop children's skills in planning and creating their own designs.
We give children the skills to critique, evaluate and test their ideas and products and the work of others.
We ensure children understand and apply the principles of nutrition and learn how to prepare food.

EYFS:

In their first year in school our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. Pupils learn to share, work independently and play with others. We focus on speaking and listening and improving communication skills.
At CSJ we are keen to promote the diversity of life and celebrate difference and promote respect for all. Through our teaching, learning and behaviour expectations, we give pupils the knowledge and understanding of how discrimination and prejudiced behaviour is dealt with, including the prevention of bullying.
Pupils with special needs are well-supported in school with extra support and/or resources deployed where necessary to help close individual learning gaps.
Assessment is used to identify children's progress and find out areas where they are less confident. These assessments inform teacher's lesson planning. Assessment is carried out across the curriculum through questioning and specific assessment tasks. Children complete summative assessments termly to show progress in reading, writing and maths.

How we do this:
Through child led learning, developing children's skills and curiosity through their interests
Through continuous provision encouraging independence and consolidation of skills and knowledge previously learned
Through enhanced provision encourages children to make choices an initiate their own play, which develops their characteristics of effective learning

Further information can be found in our EYFS Policy.

Inclusion
Clayton St John C of E Primary fully understands the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Governors and Staff at Clayton St John C of E Primary are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

We follow the BDAT 'ICARE' Inclusion Strategy which can be found via this link: https://www.bdat-academies.org/introduction-to-bdat/inclusion-strategy/

Teaching, Learning and Inclusion

Clayton St John C of E Primary School will aim to ensure that every child in school has access to quality first teaching, and regular feedback on their learning in order to help them make good or better

progress. Should a child be at risk of falling behind their peers, teachers will adapt their planning, teaching, resources and learning environment so as to help them diminish the difference through differentiated learning.

If a child continues to be at risk of falling behind, the school's SENDCo will support the class teacher in planning targeted provision for the child, including additional help with their emotional and social development if needed. The school will also seek additional help form external agencies in order to ensure the child catches up with his/her peers.

Adaptations to the curriculum teaching and Learning Environment

Clayton St John C of E Primary School is disability friendly. The school is at two levels with a lift, corridors are wide and we have an easy access toilet and wet room. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other Sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content, expectations and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND and Disabilities Policy.

6. Monitoring arrangements

Subject Leaders monitor the way their subject is taught throughout the school by:

- Regular monitoring of planning and book/work scrutinies
- Lesson observations and learning walks
- Pupil Interview
- Teacher and Subject on a Page
- Moderation of work
- Assessment data (FFT)
- Pupil Progress Meetings
- Staff questionnaires

7. Links with other policies

This policy links to the following policies and procedures:

- Early Years Foundation Stage Policy
- Assessment policy
- SEND and Disability Policy
- Single Equality Scheme
- Subject specific policies (e.g. Maths, English, Science. RE)
- Sex and Relationships Education Policy
- Education of children with medical needs who are unable to attend school policy