



| Implementation – How we are delivering our curriculum | Impact |
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| <p>General</p> <p>Long term curriculum planning, medium term (curriculum maps) and weekly planning has been long established. There is a yearly review of the long term plans to decide whether planning order and skill progression requirements are still being fulfilled; these reviews are driven by year groups in the first instance, then by subject leaders to gauge provision across the whole school and then finally by the leadership team.</p> <p>All lessons include the following elements:-</p> <ol style="list-style-type: none"> 1. <u>Learning objectives</u> (WALT) are shared orally and displayed: learning objectives are written clearly in books. Learning objectives (eg: WALT use complex sentences in my writing) are the same for all children. We want all our children to access the same learning and it is through the use of materials/apparatus that may differ from child to child. 2. <u>Success Criteria</u> (WILF) - All pupils are clear about how they will achieve the learning objective through clear success criteria/steps to success, this will ensure that the children know exactly what they are going to learn and what is expected of them by the end of the lesson. 3. <u>Exemplification</u> (written or practical example) - a key aspect of teaching should be clear and specific modelling of the skills. Teachers and support staff, provide high quality examples to guide and inspire children. 4. <u>Feedback and Effective Marking</u>: In the majority of lessons, this happens before the lesson ends (see Marking Policy). It is embedded in everyday practice and is used to inform teaching and learning. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. When marking children's work, the main focus is on meeting the WILF. <p>All subjects are monitored by the subject leader throughout the year in the form of a Subject Leader's Toolkit that involves book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.</p> | <p>There is a consistency of approach throughout the school in order to create an effective learning culture.</p> <p>The staff have high expectations, a no-excuses culture and a single-minded focus on making the school a place of learning for all.</p> |

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| <p>English</p> | <p>Using the National Curriculum, we focus on the non-negotiables to carefully plan and effectively teach lessons for progression in reading and writing. This progression is tracked.</p> <p>We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, developing their love of literature through exposure to high quality texts, varied comprehensions and independent reading for enjoyment.</p> <p>At WJGS, we teach English daily:</p> <p><u>Weekly Approach to English</u></p> <ul style="list-style-type: none"> • 1 reading comp/skills lesson per week - Reading skills focus: using - reading domains, SATS style questions, mini-mission approach to essential reading skills, link to your focus text and Cracking Comprehension (when appropriate). • 1 GPS lesson per week. • In Year 5 and 6, there should be 3 days of consecutive writing with the aim to produce one piece by the end of the week – Opportunities to edit should be built in. • In Year 3 and 4, one piece of writing is produced over 2 weeks (6 days) with opportunities built in to edit. <p>Teachers carefully plan English lessons for progression and depth, concentrating on the skills suited to the age group of the pupils:</p> <p><u>Reading</u></p> <p>Pupils have guided reading sessions using the whole class text for 20 minutes daily.</p> <p>Children are given regular opportunities for silent, independent reading time as well as reading aloud.</p> | <p>Learning objectives and assessment labels are based on non-negotiables for the year group which are taken from the National Curriculum</p> <p>Pupils practice and master the English skills necessary for progression through the Key Stage 2 curriculum.</p> <p>Consistent expectation/offer throughout the school</p> <p>Children practice and work towards reading easily, fluently and with good understanding, they develop the habit of reading widely and often- for both pleasure and information and acquire a wider vocabulary. Children regularly use discussion in order to learn; they should be</p> |
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| | <p>Children are expected to read at home for 20 minutes a day and record in their reading record books at least 3 times a week. Accelerated Reader is used to monitor pupil practice and progress.</p> <p>Teachers monitor reading by checking that pupils' reading ages increase towards and beyond their chronological age.</p> <p><u>Writing</u> We use a range of high quality texts which have been purchased to provide the stimulus for extended writing as well as reading. Each year group studies one text each half term (depending on the length of the text). These cover a wide range of book types; including picture books, poetry and novels. These sessions use a range of approaches to support the pupils understanding and exploration of the text; including drama, speaking and listening tasks, demonstrating skills and illustration studies. Pupils in year 5 and 6 complete a weekly extended piece of writing using the chosen text as a stimulus to write in a wide range of genres. These pieces are edited by the girls. Pupils in Year 3 and 4 will complete an extended piece bi-weekly (every 2 weeks)</p> <p><u>GPS</u> We follow the National Curriculum and Rising Stars to plan lessons for progression in GPS. Pupils are tested half-terminly to ensure adequate progression has been made.</p> <p>To enhance skills and enrich the experience of English at WJGS, we plan workshops yearly which are focused on specific genres- e.g. poetry, drama,</p> | <p>able to elaborate and explain clearly their understanding and ideas. Results 2018/19 <i>The progress score for reading from KS1 to KS2 is +4.76 Percentage of pupils reaching the expected standard is 85% with 30.8% reaching Greater Depth. The average scaled score was 106.5.</i></p> <p>Pupils are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We monitor this by checking pupils' writing moves towards or above the expected standard. Children are competent in the arts of speaking and listening: debate, drama and formal presentation. Results 2018/19 <i>The progress score for writing from KS1 to KS2 is +7.12. The percentage of pupils reaching the expected standard is 97% with 47.4% reaching Greater Depth.</i></p> <p>Our pupils acquire an understanding of grammar and spelling; a knowledge of linguistic conventions for reading, writing and spoken language. We aim to ensure this by making sure pupils have covered the curriculum for their year group and acquired the skills to ensure they are at the expected standard or above for GPS.</p> |
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| | <p>story-telling, creative-writing- for the whole school or specific year groups to participate in.</p> <p>As well as 20 minutes reading, homework is set to embed appropriate skills and check progression. Each week, we set homework using the CGP 10 minute weekly workouts (covering comprehension and GPS) appropriate to the year group. Teachers may also set additional homework (EG research or talk homework) appropriate to their class text.</p> | <p>Results 2018/19 <i>Percentage of pupils reaching the expected standard in GPS is 92% with 59% reaching Greater Depth. The average scaled score was 110.</i></p> |
| <p>Maths</p> | <p>Through the Inspire Maths text book scheme, we teach high quality, well thought through and planned lessons that demonstrate progression and mastery.</p> <p>Monday and Friday – lessons begin with an arithmetic test. This is the same test and pupils can practise the skills required over the week (homework) in order to improve their score by Friday. All other lessons begin with a starter that develops skills in times tables.</p> <p>Every class takes part in a short daily reasoning task using White Rose resources for progression and pitch.</p> <p>My Maths (online) activities are set appropriately by the teacher to support maths work. This is used for independent work during PPA 1 x per week and for maths homework.</p> <p>Maths learning is enhanced by the regular use of J2Blast to revise timetables.</p> <p>Staff take part in regular CPD activities and training to ensure skills and knowledge are high quality.</p> | <p>Lesson planning is of high quality and this is reflected in pupil work and planning documents.</p> <p>All lessons follow the same cycle of learning through the week. Pupils’ arithmetic skills improve.</p> <p>Reasoning activities take place daily and raise pupils’ reasoning and problem solving skills.</p> <p>My maths provides success through revision of the skills taught in class.</p> <p>Fluency in timetables is enhanced through practise.</p> <p>Staff are skilled in mathematical approaches through mastery training and CPD.</p> <p>Results 2018/19 <i>The progress score for mathematics from KS1 to KS2 is +4.80</i></p> |

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| | | <p><i>The percentage of pupils reaching the expected standard is 89% with 41% reaching Greater Depth. The average scaled score was 108</i></p> |
| <p>SEND</p> | <p>We produce Individual Education Plans (IEP) i.e. a plan designed for children with SEN to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs. IEPs are written using a holistic approach involving collaboration with class teachers, Teaching Assistants, Parents and Pupil Voice. Reviews and IEPs are written termly and shared with parents and pupils. All targets are SMART and reviewed half termly.</p> <p>We are an inclusive school and ensure that all girls who receive 1-1 LSA support remain in mainstream classes wherever appropriate to improve peer relationships and perceptions of self. Following Section F in the EHCP, all targets are developed by CT, ensuring inclusivity wherever possible into mainstream classes.</p> <p>We work with external agencies to ensure full collaboration with staff, TAs, LSAs and EP, SALT, OT etc. Annual Review Meetings for EHCP pupils are held every year. Pupils requiring assessment are seen so information is available to teachers and parents</p> <p>All TAs and CTs complete evidence/monitoring sheets to track and assess intervention (current methods for recording intervention are under review)</p> | <p>Through a more holistic approach we are understanding the individual needs of each girl who requires additional support and can provide more of a personalised intervention. Regular feedback from the girls helps staff and parents understand more about her learning and makes the intervention more relevant.</p> <p>Where girls are unable to access the curriculum all LSAs liaise with the CT to ensure as much inclusivity occurs as is possible. Eg: Art, PE, Music. This impact is measured through evidence of work and through pupil voice.</p> <p>The Annual Review Meetings provide opportunities to discuss with external agencies what has worked, what provision needs to be on-going and what provision needs to change so that the pupil continues to be able to make progress. The child, the parents, CT, TA and the SENCO all contribute to this review.</p> <p>This evidence is monitored, reviewed and evaluated and amended regularly by CT in order to improve quality of provision. This open working document ensures provision is adapted to meet the needs of the pupil.</p> |

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| | <p>SENCO attends network/cluster meetings within Croydon to ensure relevant and up-to-date training can be given to staff and TAs. CT and TAs to attend relevant training sessions as decided by the SENCO/Head</p> <p>SEN folders for each year group are set up to collect information for child profiles. These folders are regularly monitored by SENCo to ensure all policies and child profiles are up to date.</p> <p>We provide a personal handover/liaison with SENCOs from High Schools</p> | <p>By ensuring the SENCO is aware of changes to SEN can deliver the best provision to meet the needs of our pupils.</p> <p>Book Scrutiny ensures that the child is receiving the intervention required and evidence of progression can be monitored.</p> <p>We provide a personal insight into the continuing needs of our girls who have SEN to ensure transition from Primary to Secondary is as smooth as possible</p> |
| Science | <p>Using a combination of Edison Connected Curriculum and Switched On Science , we offer a well-planned and balanced Science Curriculum through lessons that demonstrate progression.</p> <p>We maintain a high quality of teaching and learning of Science in the school.</p> <p>Our pupils are taught scientific content and enquiry skills and processes. These are developed through the carry out of investigations (practical and virtual to answer specific scientific questions) which involve different types of enquiry approaches:</p> <ul style="list-style-type: none"> • observation over time • identifying and classifying • pattern seeking • research • comparative and fair testing | <p>Pupils skills are enhanced through skills and knowledge based objectives</p> <p>Pupils are able to write scientifically, make and use cross curricula links and references and develop enquiry skills.</p> <p>Science Week promotes excellence and enjoyment within the science curriculum, through a range of hands on, stimulating, enriching activities/projects.</p> <p>Science Week also raises awareness of and promotes STEM opportunities for girls, as well as, fostering the home-school/school- community partnership.</p> |

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| | <p>An annual whole school Science Week is organised as part of our enrichment programme</p> <p>In order to enhance the science curriculum Science Trips/workshops are organised e.g. yr 5 Herstmonceux.</p> <p>Equipment and scientific displays are expected throughout the duration of the topic. This promotes further enquiry and self-learning.</p> <p>Science coverage is monitored termly.</p> | <p>Pupils' scientific knowledge and skills are reinforced and pupil engagement is enhanced</p> |
| <p>Computing</p> | <p>Through Purple Mash, we aim to teach high quality, well thought out and well planned lessons that demonstrate progression.</p> <p>In our school, computing is taught throughout the year across all year groups as a sequence of units that build on prior learning.</p> <p>Teachers carefully plan computing lessons for progression and depth.</p> <p>Home learning tasks are set using Purple Mash that build on in-school learning and encourage the children to explore the subject further independently.</p> <p>Computing skills are put into practice across the curriculum, for instance the use of computers to publish work in English and to present findings in history and geography.</p> <p>This year to enhance computing knowledge and skills, Enrichment Days are planned and organised throughout the school year, where every pupil takes part in activities based on different countries from around the world, where at least one activity uses a computing resource that gives the children a chance to expand their knowledge and skills in computing by engaging with information technology in a way that they may not have encountered before.</p> | <p>Learning objectives are a mixture of skill-based and knowledge-based.</p> <p>Skill-based assessment tasks are set and achievement labels are based on a range of skills.</p> <p>Children see computing as a tool for their learning as well as a subject in its own right; putting their learning into practice, and using computing skills to express themselves and develop their ideas.</p> <p>Children are able to identify dangers to their online safety and are equipped to deal with it appropriately and can express their concerns confidently.</p> |

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| | <p>We use a variety of resources, for example ClassVR, to broaden the children's outlook on the world by giving them virtual experiences that would otherwise be unavailable to them.</p> <p>Online safety is taught using a variety of sources, including Purple Mash and Interland, with the aim to provide the children with the skills to keep themselves safe in the modern digital world.</p> | |
| <p>Geography</p> | <p>Through Edison Learning, we teach high quality, well thought out and well planned lessons that demonstrate progression.</p> <p>In our School, Geography is taught as part of a cycle of topics over the six terms of a year. Within the academic year, at least one term must contain a Geography based topic. Within others, some geographical aspects are also covered.</p> <p>Teachers carefully plan Geography Lessons for progression and depth, concentrating on the geographical skills suited to the age group;</p> <p>Trips are organised regularly to enhance the learning experience;</p> <p>Appropriate curriculum themed home learning tasks are regularly set which encourages to learn and undertake research techniques.</p> <p>To enhance the Geographical knowledge and skills, Enrichment days are planned and organised throughout the school year, where every pupil takes part in activities based on different countries around the world.</p> <p>Fieldwork is conducted in all year groups to promote the development of a wide range of different skills, many of which are transferable such as enquiry skills, observational skills, data collection, data analysis, map work and investigative skills.</p> | <p>Learning Objectives are a mixture of skills-based and knowledge-based.</p> <p>Fieldwork is now part of our Geography planning and children explore local areas to enhance their Geographical Enquiry skills, Map Reading Skills and Critical thinking.</p> <p>Children have also compared and contrasted different localities to explore different aspects of the Physical and Human Geography and how they differ from each other.</p> <p>Skills-based assessment tasks were set and achievement labels were based on a range of skills.</p> |

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| <p>History</p> | <p>Using Edison Learning, we teach high quality, well thought through and planned lessons that demonstrate progression.</p> <p>In our School, history is taught as part of a cycle of topics over the six terms of a year. Within the academic year, at least one term must contain a History based topic. Within others, some historical aspects are also covered.</p> <p>In every Olympic year the whole school teaches the topic – Ancient Greeks. This covers a range of historical enquiry skill throughout the school.</p> <p>Teachers carefully plan History lessons for progression and depth, concentrating on the historical skills suited to the age group.</p> <p>Trips are organised regularly to enhance the learning experience - both actual and virtual.</p> <p>Appropriate curriculum themed home learning tasks are appropriately set which encourages pupils to learn and undertake research techniques.</p> <p>To enhance the historical knowledge and skills, Enrichment days are planned and organised throughout the school this year, where every pupil takes part in activities based upon a theme. These often have a historical focus (e.g. Black history month).</p> <p>Some Literacy topics also cover historical skills. These are linked through cross-curricular activities and enhance the history curriculum.</p> | <p>Lesson planning is of high quality and this is reflected in pupil work as evidence of historical learning.</p> <p>Planning reflects the cycle of historical learning and books show evidence of historical focus in at least one term.</p> <p>History planning follows a mastery approach enabling all pupils to achieve historical skills and knowledge.</p> <p>Both virtual and actual trips are planned carefully to support and enhance the history curriculum. Homework supports and enhance the Historical focus.</p> <p>Where enrichment days have a historical focus – the learning enhances the history curriculum across the school. This is evidence by planning and photos.</p> |
| <p>Well Being</p> | <p>Well Being runs through the whole school, through our holistic approach, our values, our tailored curriculum and our ethos and our expectations of the whole school community.</p> <p>Every child is encouraged to achieve their best and this includes their Emotional Well-Being. Pupils who are happy and feel safe are more successful. Mutual respect and high expectations of positive behaviour through a consistent</p> | <p>Pupil behaviour reflects the expectations of our school values both within and the wider community-feedback evidences this.</p> |

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| | <p>approach of the school's Positive behaviour policy, Safeguarding, Teaching and Learning, SEN.</p> <p>All pupils have opportunities to share their feelings, views and experiences through the feeling scale, worry boxes and PHSE lessons, as well as assemblies each week.</p> <p>The school has a strong Pastoral team to support pupils in the school through a range of therapies and programmes to meet the pupil's individual identified needs. All programmes have a robust referral system, clear monitoring and assessment, which is shared with the parents and carers as appropriate.</p> <p>The school has a designated Well Being Practitioner, who works in the school weekly to support parents at home with their children's emotional needs.</p> <p>The DSL has an overview of all referrals through CPOMS and looks after our more vulnerable families in CIN, CP, LAC and NRPF. The DSL will make the main referrals to social services and liaise with outside agencies.</p> <p>CPD is delivered to enhance pastoral support whether it be targeted at the pastoral team (for specialist training) or for whole staff.</p> | <p>Staff adhere to all the policies afore mentioned; pupils are clear about processes in school and know where to go for support.</p> <p>Feeling scales and worry boxes are used on a daily basis and PHSE lessons and assemblies are tailored for our school needs.</p> <p>Pastoral interventions are regularly monitored to ensure outcomes are affective.</p> <p>Staff recognise and refer families to the Well Being Practitioner appropriately and in a timely fashion.</p> <p>CPOMS is used effectively to track vulnerable families and pupils.</p> <p>Training enhances pastoral support</p> |
| PSHE/P4C | <p>Using the Jigsaw scheme, we teach lessons which match termly topics, repeated throughout year groups, with a clear progression within each topic. The topics fit with other initiatives and themes both within school and nationally (e.g. Anti-Bullying week).</p> <p>Every year group teaches PSHE each term. During the Summer term, Relationships and Sex Education (RSE) is taught throughout the school; this follows the Croydon Scheme of Work and is regularly reviewed to ensure that the content/presentation is most effective for the cohort. Parents are given the opportunity to view and discuss the materials and content for RSE.</p> | <p>Learning objectives are a mixture of skills and knowledge based.</p> <p>Lesson topics and school community events provide pupils with the opportunity to enhance their understanding, knowledge and skills, through approaching issues via different perspectives, listening to others' experiences and ideas, and online research.</p> |

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| | <p>The Jigsaw scheme plans are very comprehensive and include a range of pupil-friendly resources. However, colleagues use the scheme to create PSHE lesson plans using the School planning format; this enables adaptation of content, e.g. where there is significant prior knowledge of a topic; where a topic is of particular relevance to a group; where a topic has broader significance, e.g. in the news nationally or globally, or within the school community. The Jigsaw scheme also provides a wealth of learning objectives from which to create skills-based achievement labels.</p> <p>Clubs focusing on aspects of personal development and environmental issues take place during the lunch hour, which are popular with the pupils. ‘Looking Good, Feeling Good’ is aimed at improving self-esteem, confidence and independence as girls transition to Year 7; the Plastic Investigators Club involved looking at plastic pollution, recycling and sustainability, and culminated in the members creating a poster for a competition. The Eco Club involves Eco Representatives from each class, who each present a slide show to their class, providing a commentary. This not only contributes to the pupils’ knowledge of environmental issues, but gives the Eco representatives the opportunity to practise public speaking and field questions from classmates.</p> <p>Throughout the curriculum, links are made with the School Values. Regular ‘mufti’ days and fundraising events take place; in the autumn term we took part in the Kambia Shoebox Appeal, collecting items to send to Sierra Leone, and we have continued to raise money for the One Girl charity, chosen by pupils via the School Council. These activities and events aim to foster compassion and awareness in pupils, as well as providing opportunities for individuals to become involved in organisation – including the School Council, who are tasked with promoting events and gathering ideas.</p> <p>P4C activities enhance learning and provide discussion opportunities which improve articulation and help pupils to develop speaking and listening skills, as well as encouraging deeper thinking on a range of topics.</p> | <p>Speaking and Listening feature heavily in PSHE and P4C activities, which promotes the development of both skills and encourages clarity of thought and speech.</p> <p>The range of P4C activities allows pupils to work together with greater independence and minimum direction from adults beyond the initial explanation of the activity, which results in some interesting discussions and learning opportunities.</p> <p>The Jigsaw Charter ensures that pupils are aware of issues such as confidentiality, and encourages productive discussion.</p> <p>Feelings Charts and Worry Boxes give pupils an outlet for concerns they may have about friendships or other issues; they are invited to share their worries either with the class teacher or, using a whole-school Worry Box, with the Safeguarding team. Regular Safeguarding Assemblies ensure that all pupils are familiar with designated Safeguarding Leads and the pastoral team as a whole.</p> <p>The Drop-In session for RSE has seen a rise in the number of parents attending, and in several cases parents have reported increased confidence and or understanding with regard to the session contents and materials used, so that they have felt able to give their consent for their daughter to attend the sessions.</p> |
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| <p>Art & Design</p> | <p>Following Edison Learning, lessons are planned and girls are taught a high-quality art and design education. This engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>At Winterbourne Junior Girls' school, Art is taught over the six terms of the year focussing on the skills: drawing, painting, 3D, media, printing, collage using a range of materials. For example, pencil, charcoal, paint, clay. Our aim is for the girls to produce creative work, exploring their ideas and recording their experiences in their sketchbooks.</p> <p>In their sketchbooks, the girls record their observations, develop their ideas and thoughts, practise their skills, compare and evaluate their work and develop their knowledge and understanding. They stick their work in, collate relevant pictures add digital photographs of their 3D work and include samples of textiles.</p> <p>Sketch books are used to review and revisit ideas. Through their sketch books, the girls are given every opportunity to evaluate and analyse creative works using the language of art, craft and design. They assess their work by annotating and expressing their opinions, feelings and ideas for further development. Through critiquing, the girls will develop the skills to articulate their ideas, assess their work and the work of others.</p> <p>In art, the girls learn about great artists, craft makers and designers, and take inspiration from their expertise, art forms and techniques. They explore, analyse and research their art forms in their sketch books with a view to develop and create their own art work. Sketch books are sent home for girls to plan and research the life of different artists and to complete work.</p> <p>Visiting artists are invited to share their skills with different year groups.</p> | <p>In planning, there is a strong focus on the learning and teaching of different art skills.</p> <p>Children's sketchbooks show their progression and development of skills in art.</p> <p>The girls enjoy the freedom of art and look forward to the art sessions.</p> <p>More art work is now on display in the school.</p> <p>Children are given the chance to critique different art work- this helps them to articulate their opinions and develop an appreciation for art.</p> <p>Gifted and talented children are confident to use the skills they have learnt to enter competitions.</p> <p>The work of year 5 was exhibited at the National Gallery – Take One Picture – in 2019</p> |
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| | <p>Trips are organised to galleries to enrich the visual arts experience, enhance the skills and the creativity of the girls.</p> <p>Enrichment days are organised to develop and nurture the skills in Art and Design.</p> | |
| MFL Spanish | <p>Through a bespoke scheme of work, we teach high quality, well thought through and planned lessons that demonstrate progression.</p> <p>In our School, Spanish is taught weekly, by a specialist teacher.</p> <p>The Spanish teacher carefully plans lessons for progression and depth, concentrating on the vocabulary and skills appropriate in the cycle of learning.</p> <p>Spanish club supports further learning in Spanish;</p> <p>To enhance Spanish fluency, pupils take part in the Spanish Buddies scheme, this enables pupils to liaise (orally and written) with pupils in Spain.</p> | <p>Lesson planning is of high quality and this is reflected in pupil work.</p> <p>Planning reflects the high expectations and books show evidence of this.</p> <p>Pupil work reflects high quality knowledge and understanding of the Spanish language – both spoken and written.</p> <p>Spanish club enriches the curriculum by further developing pupil skills and vocabulary breadth.</p> <p>The Spanish buddies scheme enhances Spanish writing and provides a motivating purpose.</p> |
| PE | <p>Through the 'Real PE' scheme of work, we teach high quality, well thought through and planned lessons that demonstrate progression.</p> <p>In our School, PE is taught twice weekly, with one lesson being taken from the scheme of work, and one being taught by an external sports coach.</p> <p>Teachers carefully plan PE lessons for progression and depth, concentrating on the focus skills outlined within the scheme of work.</p> <p>All pupils take part in The Daily Mile at 12:15pm each day.</p> <p>Extra-curricular sports clubs are offered in a range of sports and to a variety of year groups.</p> | <p>Lesson planning is of high quality and this is reflected in lessons and feedback.</p> <p>Planning reflects the skills focussed upon in the in Real PE and feedback and marking stickers enable pupils to reflect on their learning.</p> <p>The progressive nature of the scheme is reflected in the planning and lessons.</p> <p>All pupils take part in a daily mile every day as part of the routine.</p> |

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| | <p>To enhance the physical education curriculum, Enrichment days are planned and organised throughout the school this year, with at least one activity being a physical one.</p> | <p>A variety of sports clubs take place throughout the year.</p> <p>Enrichment days include a physical activity that enhances the PE curriculum.</p> |
| <p>Design and Technology</p> | <p>In Design and Technology, we follow the National Primary Curriculum through <i>The Edison Learning Primary Connected Curriculum</i> to teach high quality, well thought out and well planned lessons that demonstrate progression and depth.</p> <p>It is through these lessons that pupils employ a variety of creative and practical activities that teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making that leads to mastery.</p> <p>When designing and making, the pupils are taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • investigate and analyse a range of existing products • generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and prototypes. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in Design and Technology have helped shape the world <p>Technical knowledge</p> | <p>As a result of the implementation, pupils:</p> <ul style="list-style-type: none"> • develop creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • 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 and critique, evaluate and test their ideas and products and the work of others • explain and apply the principles of nutrition and learn how to cook • have discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work. <p>High quality lesson planning is reflected in pupils work and evidenced in the finished products.</p> <p>Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> |

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| | <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • explain and use mechanical systems in their products • explain and use electrical systems in their products • apply key skills, knowledge and terminology in in Design and Technology. Key skills and knowledge have been mapped across the school to ensure progression between Year Groups. <p>In order to enhance the learning experience, pupils</p> <ul style="list-style-type: none"> • when appropriate, go on trips related to their project (e.g. Chocolate) • experience further exposure during organised Enrichment Days • cover the topic through cross-curricular activities (e.g. English topics, History, Geography) | <p>The teacher’s ongoing monitoring and assessment of pupils’ work throughout the lessons ensure the successful use of the Mastery Approach. This results in good quality finishes that are expected in all design and practical activities. We ensure that all work is appropriate to the age and ability of the pupil.</p> |
| RE | <p>Through Discovery RE, we teach high quality, well thought out and well planned lessons that demonstrate progression.</p> <p>In our school, each year group studies two world religions, with Christianity being common to all year groups. Year 3 studies Sikhism; Year 4 studies Judaism; Year 5 studies Hinduism and Year 6 studies Islam. With this approach, we ensure that by the end of primary school every girl has explored and learnt the fundamental beliefs of the world’s main faiths.</p> <p>Teachers carefully plan RE lessons, based on a 4 - step approach, which involves Engagement, Investigation, Evaluation and Expression.</p> <p>We aim to organise school trips to local worship places so that the children can enhance their learning experiences and develop a deeper understanding of beliefs and worship whilst engaging with the wider community.</p> | <p>Acquire knowledge and understanding of religion.</p> <p>Enhance their spiritual, moral, social and cultural development.</p> <p>Explore and develop their ability to reason and form opinions about moral issues.</p> <p>Develop positive attitudes towards other people, respecting their right to hold different beliefs from their own.</p> <p>Promote and support the British Values as well as the School values such as Love, Respect and Tolerance.</p> |

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| <p>Music</p> | <p>Through Edison (Year 6), Music Express Online (Year 3) and the SOW for SoundStart and Sound Progress (led by professional music teachers from Croydon Music and Arts, we teach highly motivating and well planned lessons that demonstrate progression.</p> <p>In our School, Music in Year 3 and 6 is taught as part of a cycle of topics over the six terms of a year. In Years 4 and 5, pupils receive weekly music/instrumental lessons.</p> <p>Teachers carefully plan Music Lessons for progression and depth, concentrating on the skills and knowledge suited to the age group;</p> <p>Opportunities to hear and perform live music are organised regularly to allow pupils to appreciate and understand a range of musical styles.</p> <p>Pupils learning an instrument are given opportunities to develop their skills and knowledge through on-line homework tasks through Charanga Yuma Music world:</p> <p>Every pupil sings weekly in Singing Assembly where each song has a skills and knowledge based focus. In addition, every year group also works on performance skills when preparing songs for their Year group production.</p> <p>To enhance knowledge and skills in Music and other subjects, Enrichment days are planned and organised throughout the school year, where every pupil takes part in activities based on different countries around the world.</p> | <p>Learning Objectives are both skills-based and knowledge-based. The curriculum for each year group builds on skills introduced in previous years.</p> <p>Opportunities for improvisation and composition are built in to lessons and included as part of the performance to the school community during the year.</p> <p>Skills-based assessment tasks are set and achievement labels are based on a range of skills. This form of review is fully supported by teachers from Croydon Music and Arts.</p> <p>Concerts to the school community throughout the year prepare pupils in listening, playing and performance skills.</p> <p>Further enrichment is offered through clubs: The School Choir is open to every pupil and members are invited to perform at different venues in the community throughout the year. Pupils making exceptional progress on their instrument are invited to join the School Band.</p> |
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