



Implementation – How we are delivering our curriculum	Impact
<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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>All subjects are monitored by the subject leader throughout the year, monitoring 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><i>Leaders have designed a carefully thought out curriculum. They have clearly identified the knowledge pupils should learn and have thought about how this knowledge should build over time. Ofsted 2023</i></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> <p>Specific release time enables leaders to understand the trajectory of their subject and make timely adaptations and interventions</p>

<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"> <li>• <b>2 reading comprehension lessons per week</b> - Reading skills focus: using - reading domains, SATS style questions, link to your focus text</li> <li>• <b>1 GPS lesson per week</b></li> <li>• <b>3 days of consecutive writing</b> with the aim to produce one piece by the end of the week (yr 5&amp;6) or one piece every two weeks (yr 3&amp;4). Opportunities to edit are built in daily.</li> </ul> <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 <b>daily</b>.</p> <p>Children are given regular opportunities for silent, independent reading time as well as reading aloud.</p> <p>Children are expected to read at home for 15 minutes a day and record in their reading record books at least 3 times a week. Record log stickers relating to the reading domain focus of the week are set weekly. Three questions are posed, the pupils must answer the three questions over the week. Children are asked to take an Accelerated Reader quiz at their ZPD once they have completed a book. If they</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 elaborate and explain clearly their understanding and ideas.</p>
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	<p>achieve 90% or over in this quiz they receive a certificate at the end of the week in certificate assembly.</p> <p>Teachers monitor reading by checking that pupils' reading ages increase towards and beyond their chronological age.</p> <p><b><u>Writing</u></b></p> <p>We use a range of high quality texts which have been purchased to provide the stimulus for extended writing as well as reading.</p> <p>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.</p> <p>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.</p> <p>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><b><u>GPS</u></b></p> <p>We follow the National Curriculum and CGP Grammar programme to plan lessons for progression in GPS. Pupils are tested half-termly to ensure adequate progression has been made.</p>	<p><b>Results 2022/23</b></p> <p><i>The progress score for reading from KS1 to KS2 is +3.3</i></p> <p><i>Percentage of pupils reaching the expected standard is 90% with 38% reaching Greater Depth. The average scaled score was 107.</i></p> <p>Children with reading ages below their chronological age receive intervention – following our reading flowchart pathway for intervention</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.</p> <p><b>Results 2022/23</b></p> <p><i>The progress score for writing from KS1 to KS2 is +4.7. The percentage of pupils reaching the expected standard is 57% with 21% 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>To enhance skills and enrich the experience of English at WJGS, we plan workshops, which are focused on specific genres- e.g. poetry, drama, story-telling, creative-writing- for the whole school or specific year groups to participate in.</p> <p>As well as 15 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 (e.g. research or talk homework) appropriate to their class text.</p>	<p><b>Results 2022/23</b>  <i>Percentage of pupils reaching the expected standard in GPS is 85% with 49% reaching Greater Depth. The average scaled score was 108.</i></p>
<p>Maths</p>	<p>Through the Maths No Problem scheme and Inspire Maths 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 (spaced retrieval).</p> <p>Every class takes part in a short daily reasoning task using White Rose resources for progression and pitch.</p> <p>Emile (online) activities are set appropriately by the teacher to support maths work. This is used for independent work during PPA sessions, targeted intervention sessions and homework tasks.</p> <p>Maths learning is enhanced by the regular use of the Emile MTC tool 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><b>Results 2022/23</b>  <i>The progress score for mathematics from KS1 to KS2 is +3.8</i></p>

		<p><i>The percentage of pupils reaching the expected standard is 89% with 32% reaching Greater Depth. The average scaled score was 107</i></p>
<p>SEND</p>	<p>We produce Individual Education Plans (IEP) i.e. a plan designed for children with SEND 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 are assessed by outside agencies when required so that timely updated information is available to teachers and parents</p> <p>All TAs and CTs complete evidence/monitoring sheets to track and assess intervention</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 Meeting provides 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>

	<p>SENCO attends locality/network/cluster meetings within Croydon to ensure relevant and up-to-date training can be given to staff and TAs.</p> <p>CT and TAs attend relevant training sessions as decided by the SLT/SENCO</p> <p>The books of pupils with SEND are monitored regularly by SENCO/SLT and CTs SEND folders for each year group are set up to collect information for child profiles. These folders are regularly monitored by SENCo.</p> <p>We undertake personal transition handover/liaison meetings with SENCOs from schools where are pupils are either transitioning from or to.</p>	<p>The SENCO is aware of changes to SEND and is able to 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. All policies and child profiles are up to date.</p> <p>Infant to Junior and Primary to Secondary transition is as smooth.</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"> <li>• observation over time</li> <li>• identifying and classifying</li> <li>• pattern seeking</li> <li>• research</li> <li>• comparative and fair testing</li> </ul> <p>An annual whole school Science Week is organised as part of our enrichment programme</p>	<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>

	<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 and depth.</p> <p>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>Enrichment Days are planned and organised throughout the school year, where every pupil takes part in activities, 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>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>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>Teachers develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general; simultaneously, they also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way</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>Pupils expand the vocabulary choices that are available to them when they write.</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>
<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,</p>	<p>Learning Objectives are a mixture of skills-based and knowledge-based.</p> <p>Children have 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> <p>Fieldwork is now part of our Geography planning and children explore local areas to enhance their</p>



	observational skills, data collection, data analysis, map work and investigative skills.	Geographical Enquiry skills, Map Reading Skills and Critical thinking.
History	<p>Using Edison Learning, we teach high quality, well thought through and planned lessons that demonstrate progression. 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>Teachers carefully plan History lessons for progression and depth, concentrating on the historical skills suited to the age group.</p> <p>Embed subject specific vocabulary across the school to benefit of all children</p> <p>Trips (primary sources) 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>Some Literacy topics also cover historical skills. These are linked through cross-curricular activities and enhance the history curriculum.</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</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>Every pupil has a topic page that includes key vocabulary for reference, that is revisited regularly</p> <p>Both virtual and actual trips are planned carefully to support and enhance the history curriculum. Children are able to collect information first hand and draw conclusions</p> <p>Homework supports and enhance the Historical focus.</p> <p>Where enrichment days have a historical focus – the learning enhances the history curriculum</p>

	<p>activities based upon a theme. These often have a historical focus (e.g. Black history month).</p>	<p>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 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>Pupil behaviour reflects the expectations of our school values both within and the wider community-feedback evidences this.</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>

<p>PSHE</p>	<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, Sex and Health Education (RSHE) is taught throughout the school. Parents are given the opportunity to view and discuss the materials and content for RSHE.</p> <p>To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly. 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.</p> <p>Clubs focusing on aspects of personal development and environmental issues take place during the lunch hour, for example The Eco Club and the debate club.</p> <p>Throughout the curriculum, links are made with the School Values. Regular 'mufti' days and charity fundraising events take place; the School Council are tasked with gathering ideas and organising and promoting events.</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> <p>The Virtual parent meeting sessions for RSHE has seen a rise in the number of parents attending. Speaking and Listening feature heavily in PSHE activities, which promotes the development of both skills and encourages clarity of thought and speech.</p> <p>The Jigsaw Charter ensures that pupils are aware of issues such as confidentiality, and encourages productive discussion.</p> <p>Clubs are popular with the pupils; Pupils have the opportunity to practise public speaking and field questions from classmates.</p>
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<p>P4C</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>P4C is delivered on a weekly basis in the form of class assembly. Understanding the importance of questioning and enquiry in the development of reasoning skills, our girls are presented with a philosophical question, stimulus or story aiming to promote critical and question phenomenon.</p> <p>Reinforce the concept of '<b>Thinking Classrooms</b>' across the curriculum by planning to include thinking activities into lessons</p> <p>Take part in World Philosophy Day</p> <p>'Debate Club' is offered across the school. We believe that healthy debates benefit our girls' minds as they cater for critical thinking and confident communication and boosts the children's personalities.</p>	<p>Speaking and Listening feature heavily in 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 focussed, interesting discussions and learning opportunities. Children talk together in situations where differences are welcomed and explored Children reported that they enjoyed the opportunities to share their viewpoints and beliefs and learn from their peers' contributions.</p> <p>Pupils joined World Philosophy Day live and discussed issues with other schools around the country</p> <p>Winner of the Croydon Primary Schools' Loud and Proud' Public speaking debate competition 22/23</p>
<p>Art &amp; 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>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 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 and the study of artists based on the skills they are learning.</p> <p>The girls enjoy the freedom of art and look forward to the art sessions.</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>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>Trips and/or VR experiences 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> <p>Whole school to take part in Sky Arts Week</p> <p>Art Club and Craft Club to enhance curriculum offer for those who show further interest</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>More art work is now on display in the school and celebrated using social media The work of year 5 was exhibited at the National Gallery – Take One Picture – in 2019</p> <p>School has achieved the Artsmark Silver Award in recognition of all the arts activities within and out of school 2023.</p> <p>The school completed a collaborative piece of artwork (painted a giraffe sculpture) that was part of the local community’s art project- Croydon Stands Tall</p> <p>The school has taken part in art competitions with the Mayor of Croydon, holocaust memorial day. Pupils are confident to use the skills they have learnt to enter competitions.</p> <p>Sky Arts Week allowed pupils to build upon and learn new skills and techniques supported by artists in all the different fields of the arts. Widening their understanding and appreciation of different art forms.</p> <p>Clubs are oversubscribed</p>
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<p>MFL Spanish</p>	<p>Through a bespoke scheme of work, we teach high quality, well thought through and planned lessons that demonstrate progression. It is currently adapted from the KS2 Framework for languages which is used alongside the MFL teacher's own expertise</p> <p>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>Spanish Festival activities are planned to enrich the curriculum.</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. 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> <p>British Council International School Award – intermediate level achieved 2023</p>
<p>PE</p>	<p>Through the 'Real PE' scheme of work which includes Dance and Gymnastics, 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>Pupils take part in The Daily Mile and/or Daily Dance during break time 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>

	<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 i.e. Sports Day at Croydon Sports Arena, Orienteering at Lloyd Park</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><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• investigate and analyse a range of existing products</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and prototypes.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</li> <li>• 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in Design and Technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p>	<p>As a result of the implementation, pupils:</p> <ul style="list-style-type: none"> <li>• develop creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• 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</li> <li>• explain and apply the principles of nutrition and learn how to cook</li> <li>• have discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.</li> </ul> <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>

	<ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• explain and use mechanical systems in their products</li> <li>• explain and use electrical systems in their products</li> <li>• 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.</li> </ul> <p>In order to enhance the learning experience, pupils</p> <ul style="list-style-type: none"> <li>• when appropriate, go on trips related to their project (e.g. Chocolate)</li> <li>• experience further exposure during organised Enrichment Days</li> <li>• cover the topic through cross-curricular activities (e.g. English topics, History, Geography)</li> </ul>	<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>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 organise school trips to local places of worship 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>



<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>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 musical activities</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>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>Pupils making exceptional progress on their instrument are invited to perform at assemblies.</p> <p>Pupils take part in concerts, performing to the school community, local community and further</p>
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	Further enrichment is offered through clubs: The School Choir is open to every pupil. There is also a steel pans club that meet weekly run by professional steel pans artists.	afield. This helps to build confidence and performance technique, enhance their cultural capital and promote enjoyment
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