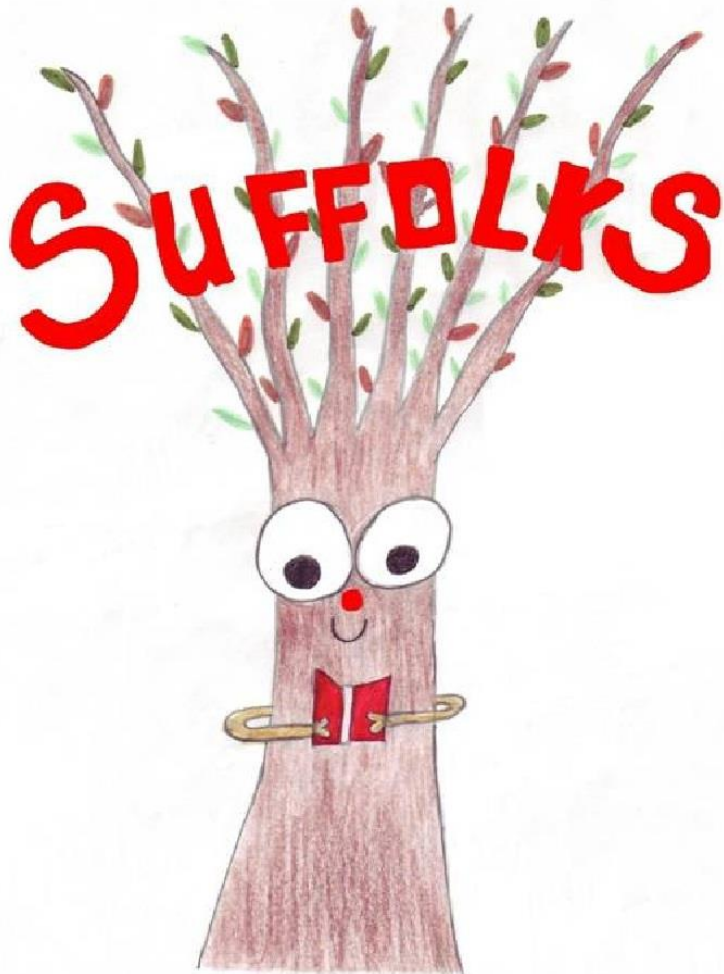


'FROM GREAT TO AMAZING'

2022

Teaching and Learning Policy (Curriculum)



RESPECT, RESPONSIBILITY,
FREINDSHIP AND EXCELLENCE

Implemented Autumn 2022
To be reviewed Autumn 2023

Signed

Passus

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Wij

(COG)

This policy is designed to be read in conjunction with the following policies:

- Assessment policy
- Guided Learning policy
- SEND policy
- RSE policy
- Online safety policy
- Safeguarding in our curriculum document

This policy is also supported by the curriculum tab on the school's website which outlines the objectives of each subject and year group.

Curriculum statement of intent

At Suffolks Primary School, we value each and every child's education and aim to provide a broad and balanced curriculum that is relevant and engaging for all. We encourage adherence with the fundamental British values as well as promoting the spiritual, moral, social, cultural, mental and physical development of all of our children through the following aim:

'Our aim is for all to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens.'

(Creative schools: Revolutionising Education from the Ground Up)

Our curriculum encompasses the formal requirements from the National Curriculum as well as opportunities to broaden children's learning experiences. For example, we hold themed 'Special Weeks' such as Friendship Week, Our History Week, Enterprise Week and Creative Arts Week as well as planning a range of trips, visits and visitors to broaden the children's cultural capital.

Our curriculum is based around 4 key drivers:

- **No opportunity missed for reading**
- **Vocabulary development**
- **Diversity**
- **Promoting global citizens**

No opportunity missed for reading: All staff members have this mantra when interacting with the children. Support staff have key children who they read with each morning where they work on developing the children's fluency, comprehension and love of reading. When planning lessons, teachers ensure that there are multiple opportunities for the children to read and that the key skills of reading are used across the curriculum. At Suffolks, we have a dedicated reading slot at the end of each day where staff read high-quality texts to the children. This approach models skilled reading to the children and exposes them to a wide range of genres and text types. Staff members discuss books and reading at any given opportunity – from the gate in the mornings to in the dinner hall at lunch; everybody at Suffolks is a reader!

Vocabulary development: Vocabulary development is at the heart of our curriculum. All members of staff ensure that they are consistently using a high standard of vocabulary and exposing the children to new and challenging words. Vocabulary is displayed prominently in the classrooms and is added to over time. When designing our curriculum, vocabulary lists were created for each unit of work for each subject area. Within

these vocabulary lists, teachers choose 'Goldilocks Words' – words that are not too hard, not too easy, but just right – that they want children to learn (these words often come up in multiple areas of the curriculum). By selecting Goldilocks words, we are supporting the children's working memory as they have key definitions of words to hook their learning to when studying the breadth of the curriculum; it allows them to make secure conceptual links across the curriculum.

Diversity: Suffolks has a wonderfully diverse intake and we want to ensure that children see themselves within our curriculum. During the design process of our curriculum, we had two diversity leads who ensured that all areas of the curriculum are steeped in diverse texts, people and places. Through our diverse curriculum, our children learn the importance of tolerance, mutual respect and individual liberty. Throughout the year, we have special visitors from a range of backgrounds or a variety of life-experiences who speak with our children and inspire them. When planning and designing curriculum resources, staff ensure that they are representing our diverse community.

Creating global citizens: At Suffolks, we know that in an ever-changing world, children need to leave primary school equipped with the knowledge and skills needed to live in and make contributions to society. We want our children to feel confident in any setting when they grow up and know that they are good enough to achieve anything they set their minds to. We ensure our curriculum is built upon the fundamental British Values and that children are aware of how their learning will support them in their wider lives (by providing concrete examples, links to real life etc). We want children to understand the positive impact that they can have in our community as well as the wider community. This driver is essential in ensuring children are ready for the next step in the education. We therefore invite a range of visitors and go on local school trips. In different year groups, children are given the responsibility to become recycling monitors, library monitors, office helpers and school councillors – these opportunities allow children to see the positive influences they can have.

By ensuring these key drivers are embedded throughout our curriculum, the children are able to make connections within and across the curriculum areas studied thus ensuring children are able to remember more, do more and know more. We have designed long-term planning and progressions of knowledge/skills for each curriculum area to ensure that children's learning is built upon over their time at Suffolks. Long-term planning outline the essential end points we want children to learn at each stage of their time with us. Medium term planning is used to sequence the lessons within a unit so that learning is progressive and coherent. Within our medium term plans, there are specific sections for knowledge, skills and vocabulary as well as making clear explicit links to previous learning.

The core curriculum areas are taught throughout the year. Each term, we focus on a selection of foundation subjects which results in a final whole school project. For example, in the Autumn term, we focus on Design and Technology and French which is then celebrated by creating products for our French Christmas market. This approach allows us to provide a broad and balanced curriculum over the year, ensure subject integrity and allow children to wallow in a subject area and provide safeguarded time for all areas of the curriculum.

As a school, we ensure that our curriculum protects the nine characteristics outlined within the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). We have 2 diversity leads, who look to ensure that our curriculum is representative of our community and celebrates its diversity.

Organisation of our curriculum

The school is currently organised into phases

Phase One: Nursery, Reception and Year 1

Phase Two: Year 2 and Year 3

Phase Three: Year 4, Year 5 and Year 6

Each phase has a phase leader who has oversight on achievement and pupil progress for their phase. The Deputy Headteacher has oversight of the overall intent, implementation and impact of the curriculum.

Each curriculum area is led and monitored by one of our curriculum leaders. The role of curriculum leaders is vital in the implementation of our curriculum. They are responsible for the whole school approach to teaching and learning in their subject and have oversight of the progression from EYFS to the end of KS2. Curriculum leaders are invited to networking meetings and subject specific CPD sessions which are then disseminated to the rest of the teaching staff. Leadership at all levels review and quality assure all curriculum areas to ensure effective implementation; that each area has the desired impact on the children's understanding and that there is full coverage of the National Curriculum.

Core areas of the curriculum are taught daily and are linked with our foundation subjects. E.g If the children are learning about Ancient Egypt, they may write a diary entry from the point of view of Howard Carter in English or may complete a reading text which is relevant to a unit of Religious Education.

At Suffolks, we took the decision to block the foundation subjects as we believe this approach ensures **subject integrity** and **safeguarded time** in our curriculum for all areas of the curriculum. By blocking our subjects, children are given the chance to **wallow in their learning** and make **deep connections** within the subject and across subjects. We have a 'use it or lose it approach' which means children will revisit their learning later in the year as a way of ensuring **consolidation and retention**.

Autumn Term	Spring Term	Summer Term
History PSHE* French DT PE	Geography PSHE Religious Education Computing** PE	History/Geography PSHE Art Music PE
French Christmas Market	Film/Presentation	Art Gallery

For further detail of how our curriculum is designed, please see each individual subject page on the school's website. *Please see RSE policy for further information on Relationships and Sex education. ** Please see online safety policy and the DFE guidance for Teaching Online Safety in Schools for more information around how we ensure children are safe online.

'Use it or lose it'

This is our approach to ensuring that children remember what they have learned across the year. We want the knowledge children have learned to stick allowing them to build on this knowledge. Each class has a 'use

it or lose it' board which is populated with curriculum information from the previous term. We also hold termly 'use it or lose it' assemblies which see children revisiting past learning and sharing this with their parents and the rest of the school. Our corridor displays are carefully planned to ensure that across the school, the full breadth of the curriculum is on show for children to look back and remember what has been learned.

Planning

When planning across the curriculum, we ensure that all objectives from the National Curriculum are covered as well as the Early Learning Goals in EYFS. Planning is taught through discrete subjects as well as broader, creative themes. We use a variety of resources and schemes to support our planning as we believe that a single scheme of learning would not represent or provide the unique teaching and learning experiences that we want our children to have.

We use a range of activities to gauge prior learning and use this as a basis for future planning. We hold regular CPD for staff to ensure that they are planning and delivering the best curriculum possible.

Long term planning is created to provide an overview of each subject for each year group. Long term plans outline the whole school progression of skills and knowledge. Medium term planning is created to allow teachers to create cross-curricular links and to ensure that time is given to each curriculum area. Medium term planning ensures there is a strong sequence of lessons in each unit of study as well as outlining the knowledge, skills and vocabulary needed for each unit. Short Term planning is used by teachers to break down units and concepts into daily objectives. These plans are for the teacher's own personal use and we therefore do not expect detailed lesson plans. Plans must include a brief overview of the lesson, key vocabulary and differentiation. Planning notes are recorded on Google Calendar.

Curriculum Area	Schemes/Resources we use
English	Lancashire Grid for Learning, Literacy Shed, Pobble, Oxford Owl Spelling, handwriting and phonics, Letters and Sounds.
Reading	Nicholas Roberts, Accelerated Reader, Junior Librarian, Reading Cloud
Maths	White Rose, NCETM, Numicon, Testbase
Science	Testbase, Reach Out CPD
Computing	KAPOW, Google G-suite, LGFL resources
Music	Charanga
Art	Art Express
DT	Plan Bee DT
French	KAPOW
RE	Enfield Agreed Syllabus
PSHE	Jigsaw, Christopher Winters (RSE and Drugs and Alcohol)

When planning for lessons, teachers use quality first teaching strategies, sticky learning strategies and the six core principles of effective teaching to ensure that all children can do more, remember more and know more.

Ensuring all children make progress based on their unique starting points

We ensure that quality first teaching is at the heart of every lesson we teach. We aim to ensure that all children are engaged, challenged, encouraged to talk and articulate their ideas and thinking.

Where needed, teachers differentiate and scaffold their teaching opportunities to support the needs of the children in their classrooms. Differentiation/scaffolding can take many forms, e.g:

- pace of the lesson
- lesson content
- the task set
- resources
- extension
- level of autonomy
- outcome
- teacher/adult support

An important part of our approach is to know when scaffolding can be removed allowing the children to independently and confidently learn.

In order to support those with specific learning needs, teachers refer to an SEND toolkit, individual education plan and EHCPs which outlines specific strategies that can further support teaching and learning.

We hold weekly Teaching and Learning staff meetings where staff are given a range of CPD opportunities based on evidence gained from whole school monitoring.

Homework

Homework is used to revisit learning that has taken place in the classroom. All homework is set on Google Classroom weekly (paper copies can be given upon request).

Each week, the following is set for children to complete at home.

- Daily maths practise using Times Table Rockstars
- Daily spelling practise
- Daily reading practise based on our Reading Pathway Stages
- Weekly alternative reading comprehension or maths skill task

Over the year, children are encouraged to create projects at home with their family based on the wider curriculum.

We celebrate homework by sending Marvellous Me badges to parents and sharing homework projects during exhibition sessions.

Monitoring the impact of our curriculum

For more information about how we assess core subjects, please see assessment policy on the website.

Subject leaders monitor their subject to ensure that the curriculum is being covered; children are making good progress and that the school is well equipped to provide children with a first-class education. Subject leaders update the Senior Leadership team, who have oversight of the curriculum and make adaptations where needed.

Each subject leader has an action plan which outlines the main objectives required to improve teaching and learning in that area.

We hold fortnightly Subject Leader meetings which are used to support Subject Leaders with their roles and to ensure they are having a direct, positive impact on teaching and learning in their curriculum areas.

Roles and responsibilities

The governing body:

- Approving and monitoring the content of this policy
- Formulating a curriculum committee, who assist the schools with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all

The Headteacher and the Senior Leadership Team (SLT):

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of SLT
- Communicating the agreed curriculum to the governing body on an annual basis
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring that any difficulties are addressed and mitigated as soon as possible
- Receiving reports on the progress and attainment of pupils and reporting these to the governing body
- Making any necessary adjustments to the curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required

Teachers:

- Implementing this policy consistently throughout their practices
- Ensuring lessons are reflective of the school's curriculum

- Implementing the curriculum in creative ways to keep pupil engagement
- Creating short term plans with fellow colleagues and reporting these to Leading Practitioners
- Working with the SENDco and TAs to ensure those in need receive additional support in lessons
- Ensuring academically more able pupils are given more challenging work
- Celebrate children's achievements and talents
- Reporting on the progress of pupils with SEND to the SENDco and ensuring difficulties identified are discussed and resolved
- Monitoring the progress of all pupils and reporting to the assessment leader
- Working to close the attainment gap between academically more and less able pupils

Subject Leaders:

- Supporting and offering advice to colleagues on issues relations to their subject/curriculum area
- Monitoring pupil progress for their subject/curriculum area through the use of book monitoring, planning check, drop ins and observations
- Monitoring and providing efficient resources for their subject/curriculum area
- Maintaining and evaluation of their subject action plan

SENDco:

- Collaborating with staff to ensure the curriculum is accessible to all
- Carrying out SEND assessment where necessary and ensuring pupils receive the additional help they need
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Teaching and Learning in English (Writing)

Intent:

At Suffolks primary school, we see ourselves as a community of writers where all stakeholders have a vested interest in our children producing high quality writing. By the time our children leave us at the end of Year 6, we want them to have developed a love of writing and be able to express their thoughts and ideas clearly and creatively. Children leave Suffolks being able to edit and redraft their own writing, and confidently use the essential grammar, spelling and punctuation skills needed to be a successful writer. We use a blended approach to teaching writing through adaptations to the Read Write Inc scheme of learning, as well as elements of Talk for Writing. We have carefully designed long term overviews and progressions of skills which ensure children are writing for a range of purposes and audiences. Within our long term plans, we also ensure children are being exposed to high quality, vocabulary rich texts from a range of diverse authors. These plans ensure that children build upon prior learning and writing opportunities and pave the way for future learning.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching. We utilise internal and external expertise to provide all staff with the CPD required to effectively teach writing.

Our approach to writing follows a cyclical approach to ensure that children become familiar with the fundamentals of writing. When planning a unit of writing, teachers ensure that:

- They create a buzz about the writing process by hooking the children in and sharing the audience for their writing
- They share and unpick the features of the genre/text type being studied
- They model the spelling, punctuation and grammar features needed to effectively write for a purpose
- They give children the opportunity to practise an element of the writing process and give targets for development
- A consistent approach to planning fiction, non-fiction and poetry pieces
- Children talk through their planning with an adult or peer
- Children are given time to write an extended piece of writing as well as time to edit and improve their own and others' writing
- Writing is marked with next steps given to promote progress

Within each unit, there are multiple reading opportunities where children are given time to read excellent examples. During Teaching and Learning meetings, we hold regular moderation meetings to ensure a consistent approach to assessment and monitoring progress takes place.

Impact:

As a result of our writing teaching, you will see:

- Children who are engaged and enjoying their writing lessons
- Children have an acute awareness of their audience and how to adapt their writing style accordingly
- Children who are making excellent progress from their starting points
- Children who are developing a wide vocabulary
- Learning that is tracked and monitored to ensure good progress

Teaching and Learning in English (Reading)

Intent:

At Suffolk's primary school, we believe in a 'no opportunity missed for reading' approach. We know that reading is a skill for life and want all children to leave us as lifelong readers with high levels of comprehension, understanding and most importantly, a love of reading. Children are exposed to a diverse range of texts and extracts from a range of genres, text types and authors. As a result, children develop a broad bank of vocabulary and begin reading for a variety of reasons. Our long term overviews and progression of skills feed into our daily approach to teaching reading, which we have called 'Our Reading Pathway'. From the early stages of our reading pathway, we use Read Write Inc to support our systematic synthetic approach to teaching phonics. As children move through the reading pathway, they are exposed to more challenging texts and approaches which develop a high level of comprehension. Once children have a secure understanding of phonics, they move from taking home decodable texts to texts based on the Zone of Proximal Development and complete quizzes on Accelerated Reader.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching.

Teachers follow Our Reading Pathway to ensure that all children are being taught at the stage of reading they need to make excellent progress. Our Reading Pathway is broken down into the following stages:

- Stage 1: Language comprehension
- Stage 2: Decode for reading (Set 1 and 2 sounds following RWI colour book system)
- Stage 3: Early reading comprehension (Set 3 sounds following RWI colour book system)
- Stage 4: Developing reading comprehension
- Stage 5: Building reading competency

Each stage of the pathway lays out the expectation of in class teaching, interventions, home reading expectations as well as the assessment opportunities used to identify when children are ready for the next stage of the reading pathway. The majority of children move the reading pathway at broadly the same pace, however, for when this is not the case, we use flexible groupings as interventions to support catch up or as a means to extend those working at greater depth. Our Reading Pathway includes a robust monitoring process which ensures high quality teaching and learning. We hold termly summative assessment weeks which are used to inform future teaching and learning.

We create enthusiastic readers by having daily read to me sessions; by taking a genuine interest in the books children are reading; by having a beautiful library area and ensuring that our learning environments promote a love of literature.

Impact:

As a result of our teaching of reading, you will see:

- Children who are engaged and enjoying their reading lessons
- Children who love to read a range of books from a range of authors
- Children who are making excellent progress based on their unique starting points
- Children who can use a broad range of vocabulary to convey what they have learned and have read
- Learning that is monitored and tracked to ensure good progress

Teaching and learning in Mathematics

Intent:

At Suffolks, it is our intention that all children will become fluent in the fundamentals of mathematics, be able to reason mathematically and solve a wide range of complex problems through daily maths lessons. We follow a slightly adapted version of the White Rose Maths scheme from EYFS to Year 6 as we believe core concepts such as place value and number should be revisited more often for our children. Other concepts are taught in blocks to allow time for children to wallow in their learning and to secure a concept before moving on to the next. Our long term and medium term plans give teachers a strong sequence of concepts and lessons which ensure teaching is progressive and helps children to build upon their prior knowledge. Our progression of vocabulary ensures that children are taught consistently. Teachers are encouraged to use their professional judgement as to whether they spend longer on certain concepts based on their assessments.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching. Teachers consult the White Rose calculation policy to ensure consistency in approaches from EYFS to Y6.

When teaching maths, teachers:

- Start each session with a retrieval practice starter. These starters focus on key mathematical skills and promote fluency.
- Use the concrete, pictorial, abstract approach to ensure a strong conceptual understanding.
- Use a range of reasoning resources for all children. Throughout a mathematical concept, all children are given the opportunity to reason mathematically.
- Give in the moment feedback that addresses misconceptions as they arise.
- Teach in mixed ability classes with small group targeted differentiation where appropriate.
- Implement our agreed calculation policy to ensure consistency across the school.
- Provide ample opportunity for maths talk, paired work and independent practice.
- Provide same day interventions where appropriate.
- Homework is set to develop and review the children's learning.
- At the end of each term, summative assessments are carried out and future planning is adapted accordingly.

Impact:

As a result of our maths teaching, you will see:

- Children who are engaged and see the relevance of maths in their lives and the world around them
- Children who are moving through the maths curriculum at broadly the same pace
- Children who are fluent in the fundamentals of mathematics
- Children who can talk enthusiastically about maths and the interconnectedness of mathematical concepts
- Children who use mathematical vocabulary consistently
- Children who know the importance of mathematics in the wider world and who are prepared for later life
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Science

Intent:

At Suffolks, we teach children how to work scientifically through using a wide range of scientific knowledge and skills including planning, fair testing, observing over time, classifying and investigating. We offer a vocabulary rich curriculum which aims to foster the children's confidence and independence and to understand the implications of science today and in the future through our weekly science lessons. Our long term and medium term plans give teachers a strong sequence of concepts in chemistry, biology and physics and ensures teaching is progressive and helps children to build upon their prior knowledge. Within our medium term plans, explicit vocabulary is outlined to ensure vocabulary develops consistently from EYFS to the end of KS2.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching. Teachers consult the long term and medium term plans to ensure they are consistently teaching Science.

Our science lessons are knowledge and vocabulary rich and have scientific skills weaved throughout. At the beginning of each unit, teachers activate prior knowledge by making links with previous scientific learning. Teachers use the 6 types of scientific enquiry (Comparative/Fair testing; Compiling research; Observing over time; Pattern seeking; Classifying and Problem solving) to inspire pupils and to make them think like scientists. Children at Suffolks are encouraged to create their own questions and test their own hypotheses in Science, they are taught to wonder and use scientific equipment correctly and safely.

At the end of a science unit, teachers use assessment tasks to determine whether the children have learned more, remembered more and are able to do more independently. These assessments are used to inform future teaching.

Impact:

As a result of our science teaching, you will see:

- Children who are engaged and excited by their science lessons
- Children who are able to ask scientific questions and investigate said questions
- Children who can discuss their scientific learning and use a broad range of scientific vocabulary
- Children who have an understanding of how the world around them works and how they are citizens of the world
- Children who know a range of diverse scientists and the impact they have had on the world
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Design and Technology

Intent:

Design and Technology at Suffolks is taught explicitly in the Autumn term with further links made throughout the year. Children are taught the process of designing, creating and evaluating a meaningful final product. At the end of the Autumn term, we hold a French themed Christmas market where children sell products that they have made during design and Technology lessons. We have adapted schemes of learning from Plan Bee to ensure that it is aligned with the curriculum intent drivers at Suffolks. Our long term and medium term plans give teachers a strong sequence of concepts and lessons which ensure teaching is progressive and helps children to build upon their prior knowledge. Our long term plans ensure that children leave Suffolks with a strong understanding of stable structures; cooking and nutrition; programming and electrical systems; mechanical systems and textiles. Within our medium term plans, vocabulary development is explicit to ensure that children can confidently discuss their products using correct terminology.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching. Teachers consult the long term and medium term plans to ensure they are consistently teaching Design and Technology.

Teachers use 6 core principles of Design and Technology when teaching; they ensure that children are aware of the user of their product; the purpose of the product; the product's functionality; design decisions as well as the innovation and the authenticity of their product. During the school's Enterprise week, children create a final winter themed product and sell this at our French Christmas Market. At the end of each unit, children evaluate the products that they have made which is then used by teachers as an assessment tool.

Impact:

As a result of our Design and Technology teaching, you will see:

- Children who are engaged and excited by their DT lessons
- Children who can articulate the 6 core principles of DT and use subject specific vocabulary
- Children who are aware of a range of diverse inventors and designers
- Children who understand how design and innovation has had a positive impact on the world
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and learning in Modern Foreign Languages

Intent:

At Suffolks, we teach French explicitly from Years 3 - 6. Children in KS1 and EYFS are given basic informal experiences of French. French is taught during the Autumn term and is linked closely with our Design and Technology curriculum. At the end of the Autumn term, we hold a French Christmas market where children buy and sell products they have made and have a real purpose for using the French they have learned. We keep our French learning alive throughout the year by recapping and using French during assemblies and having French days. Our long term and medium term plans have been based on the KAPOW languages scheme of learning but with adaptations to suit the needs of our children. Our long-term and medium term plans have been designed to ensure children build on their previous learning and therefore make better progress with learning French. By the time children leave us, we want them to feel confident pronouncing spoken French, listening, reading and writing in French as well as building an intercultural language.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching. Our subscription to KAPOW languages supports teacher development through their CPD videos. Senior leaders and subject leaders perform learning walks and speak with the children to gauge the knowledge children have gained.

Impact:

As a result of our French teaching, you will see:

- Children who are engaged and excited about their French lessons
- Children who listen, respond and join in with their French lessons and use subject specific vocabulary
- Children who can see patterns between French and their own home languages
- Children who appreciate how far reaching French is around the globe
- Children who appreciate songs, stories, poems and rhymes from other languages
- Children who are developing accurate pronunciation of French vocabulary
- Teachers who are confident delivering a specialist subject
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and learning in PSHE

Intent:

At Suffolks, we use the JIGSAW PSHE scheme of learning to support with our planning and delivery of the PSHE curriculum. Teachers follow the JIGSAW PSHE scheme to ensure that their sequence of weekly lessons build on prior learning and paves the way for future learning. JIGSAW ensures that core vocabulary is learned and that children can use these words confidently. This is an essential element of our PSHE curriculum as we want to ensure that all children can communicate effectively about their well-being, feelings and safety. Each half term, we hold a PSHE assembly to introduce the new unit of work and to sing an associated song. We hold weekly values assemblies which are used to celebrate the children who have demonstrated the school's values as well as the learning objective for the corresponding PSHE lesson.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use challenge, explanation, modelling, questioning, practice and feedback as core principles of effective teaching. The JIGSAW scheme of learning has up-to-date CPD opportunities which all teachers have access to. Each year, training around more sensitive subjects such as relationships, sex and health education is given to all staff to ensure a consistent approach to teaching is applied. At the end of each unit, children create a poster/double page spread to share everything they have learned. Combined with pupil voice and teacher assessment, teachers are able to track progress in PSHE.

Impact:

As a result of our PSHE teaching, you will see:

- Children who are engaged and excited about their PSHE lessons
- Children who are respectful, tolerant of others, building positive relationships and can express themselves
- Children who understand and can explain their emotions and well-being
- Children who are prepared for the wider world and their role as global citizens
- Children who appreciate the beauty of our diverse community
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in History

Intent:

At Suffolks, our History curriculum has been designed using the National Curriculum, the children's interests and to represent the diverse community we have. Our long term plans have been designed so that children learn history in a sequential way which builds upon prior knowledge and ultimately secures their chronological understanding. We have a clear progression of skills so that children are being taught a deep understanding of chronology; a range and depth of historical knowledge; how to interpret history effectively; enquire into historical events and how to communicate about history clearly. We intend for children to have a clear understanding of British History from the Stone Age to 1066 and beyond, a deep understanding of ancient civilisations and to know the historical importance of Enfield.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

History skills are taught through a spiralsised approach so that children revisit the core skills each year; these skills are built upon through well-sequenced medium term plans for each unit of study. Our curriculum is designed so that knowledge is built upon and is sequential. E.g. children learn about Anglo-Saxon Britain after the Romans so that there is clarity around the chronology of Britain's past. At the beginning of a unit, teachers revisit what has been learned previously in order for children to have a deep understanding of events. Vocabulary both specific to history as a whole and specific to the period being studied are taught explicitly.

At the end of a unit of history, children show what they know and have remembered by creating a double page spread. Teachers use this as an assessment and progression tracking tool.

Impact:

As a result of our History teaching, you will see:

- Children who are confident discussing the knowledge and skills they have remembered
- Children who use both general historical vocabulary and specific vocabulary confidently
- Children who use historical skills well, interpret historical sources and enquire about history
- Children who appreciate how the past has impacted society today and how to be a global citizen
- Children who have a diverse and broad understanding of British, Ancient and World history
- Books that show sequential knowledge being taught
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Religious Education (RE)

Intent:

At Suffolks, Religious Education is taught from EYFS to Year 6 in the Spring Term. During the Autumn and Summer terms, teachers hold assembly sessions where key themes and religious events are discussed. At the end of the Spring term, children showcase what they have learned in RE and ICT by creating a presentation using their learned skills and knowledge. We use an adapted version of the Enfield RE scheme of learning to ensure that it aligns with our curriculum intent drivers. Our long term and medium term plans ensure that children learn RE in a sequential way; that their learning builds upon prior knowledge and that paves the way for future learning. By the time our children leave us, we want to ensure that they have learned to be respectful and tolerant of all faiths, as well as those with no faith. Children are given the opportunity to explore the world's main religions and faiths; learn about our community as well as develop their own well-being. Religious Education is taught through two main strands - learning about different religions and learning from different religions. Through these main strands, children will learn about a range of beliefs and teachings; how beliefs are conveyed; a range of practises, ceremonies and lifestyles; to understand values in our lives and the lives of others.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

Our RE curriculum is designed so that learning about specific festivals is taught as close to the event as possible. Teachers ensure that children are given the opportunity to learn specific knowledge about each of the world's main religions but also to learn from religion and make comparisons with their own lives. Each year group has an educational visit linked to their learning; by the time children leave us, we want them to have visited a religious place of worship for all the main religions. At the end of each unit, children show what they have learned by creating a double page spread. This in turn allows teachers to track and monitor understanding and progress.

Impact:

As a result of our Religious Education teaching, you will see:

- Children who are engaged and excited about their RE lessons
- Children who are respectful, tolerant and confident in discussing their learning
- Children who are reflective, ask meaningful questions, offer their own thoughtful and informed insights
- Children who understand the importance and influences of religion in some people's lives, within communities and cultures
- Children who appreciate the beauty of our diverse community
- Children who use subject specific vocabulary to convey their understanding
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Computing

Intent:

At Suffolks, we know how important it is that our children become digitally responsible in a world where technology is ever-changing. Throughout the school year, we teach a structured sequence of lessons which ensure all skills in the National Curriculum are met at the end of KS1 and KS2. In the Spring term, we have a computing focus with a final project at the end of the term which allows children to apply their learning meaningfully. We use an adapted version of KAPOW's computing curriculum which outlines the sequence of knowledge, skills and vocabulary needed for children to make excellent progress in digital literacy, information technology and computer science. By the time children leave us in Year 6, we want to ensure that they can apply the fundamental principles and concepts of computer science, be analytical and problem solve. We want to enable children to become responsible, competent, confident and creative users of Information Technology.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

The KAPOW scheme of learning provides weekly CPD videos which ensure teachers are confident and capable of teaching computing effectively. Teachers use a range of assessment for learning strategies to ensure progress is made throughout the year. At the end of the Spring term, children produce a project based around the knowledge they have gained in Religious Education and present this using their computing skills.

Impact:

As a result of our computing teaching, you will see:

- Children who are engaged and excited about their computing lessons
- Children who use technology safely and respectfully
- Children who are aware of the uses and the risks associated with being online
- Children who understand how information technology allows us to communicate globally
- Children who can problem solve
- Children who can use subject specific vocabulary to convey their understanding
- Children who can express themselves using technology
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Geography

Intent:

At Suffolks primary school, we strive to deliver a knowledge and vocabulary rich curriculum with core geography skills weaved throughout. We want our geography curriculum to be relevant and engaging for all and to inspire and enthuse children to investigate, problem solve and most importantly, wonder. By the end of their primary experience, we want children to have a secure knowledge of the world and their place within it. We want the children to understand both natural and human geography and how we, as global citizens, have a duty of responsibility to preserve the beauty of our planet. Our children are taught about the local area and beyond through a range of diverse case studies of the UK, Europe, South America and a further non-European country. Teaching of geography at Suffolks equips pupils with the knowledge about a wide range of diverse places, people and environments. Using the national curriculum as a starting point, we have devised long term and medium term plans which outline the key knowledge, skills and vocabulary needed for children to make great progress. Our long and medium term plans ensure that lessons are sequential and build upon prior knowledge whilst paving the way for new learning.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

At the end of each unit, children produce a double page spread which outlines the knowledge they have learned. Combined with teacher monitoring, learning and progress is tracked year on year.

Impact:

As a result of our geography teaching, you will see:

- Children who are engaged and enjoying their geography lessons
- Children with increasing awareness of their role as global citizens and how make positive environmental choices
- Children who are curious about the world, ask relevant questions and are curious to discover more about the world around them
- Children who are developing geographical knowledge and skills that support them with life beyond Suffolks
- Children who use subject specific vocabulary to convey their understanding
- Children who appreciate the beauty of our diverse community
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Art

Intent:

At Suffolks, we believe that art enables all children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. The children of Suffolks are key in shaping our learning environment through art activities, such as designing our door arches and contributing to multiple displays throughout the school. We believe that art should have the time and space dedicated to it in our curriculum and therefore have this as a special focus during the Summer Term. To enrich our art curriculum, we often invite artists to support our children with projects. These have included blue plaque mosaics and willow art. We want to emphasise the creative process of art and celebrate the talents of our artists by ensuring each child is given the opportunity to create and experiment with a range of artistic skills - these include; drawing, painting, print-making, collage and sculpture. We ensure that we provide opportunities for children to discover and learn about a range of diverse artists from Britain and across the globe. At the end of the year, our pupils become gallery curators and host a gallery event for our community.

Long term overviews, progression of skills and medium term plans outline the sequence of lessons to be taught for each strand of our art curriculum. Teachers use these resources to ensure that their lessons build upon prior knowledge and pave the way for future learning.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching. We work alongside the Enfield Town Partnership to create links with professional artists who provide CPD for our teachers which is then disseminated to all staff.

Our art units have been carefully constructed so that children relearn specific artist skills in KS1 and KS2 as well as revisit past learning experiences. For example, our Year 4 artists revisit their Year 3 learning around the Romans and create Roman mosaics.

Impact:

As a result of our art teaching, you will see:

- Children who are engaged and enjoying their art lessons
- Children making excellent progress from their unique starting points
- Children who take pride in their sketchbooks
- Children who are confident in giving and justifying their opinions of the art they observe
- Children who appreciate art from a range of diverse artists and understand how art has shaped history, culture and our community
- Children who can use subject specific vocabulary to convey their learning
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in Music

Intent:

At Suffolks Primary School, our music curriculum is designed to inspire creativity, self-expression and encourages children to go on a musical journey during their time with us. We aim to build a love of music by exposing children to a diverse range of artists and genres as well as offering a wide range of musical instruments for them to explore. We ensure that children listen to and respond to a wide range of music and give them genuine time to express their opinions and thoughts about a piece of music. As a school, we use an adapted version of the Charanga music scheme of work which provides a long term overview, progression of skills, vocabulary and medium term planning. During their time at Suffolks, children are taught how to play the recorder in Year 3 and the ukulele in Year 5. Children perform using these instruments to their parents in a Spring and Summer concert. Throughout the year, the school hosts a range of performances from the Nursery Easter Bonnet parade; the Year 1 and 2 nativities; the Year 4 Easter performance to the Year 6 leavers' performance - all giving the children the experience of being performers. At Christmas time, the school choir performs at the local church. We have made links with local secondary schools and their choirs to help inspire our children to love singing. Every term, children attend singing assemblies, where they learn a range of songs by heart including songs which use British Sign Language.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

Our scheme of learning, Charanga, has a CPD element built into it which allows teachers to build upon their own subject knowledge where needed. In cases where specialist knowledge is needed i.e the recorders, we use Enfield's music services as a support tool. Teachers ensure children are making good progress by recording the children at various stages of their music unit and determine progress and areas of development from this.

Impact:

As a result of our music teaching, you will see:

- Children who are engaged and enjoying their music lessons
- Children who use subject specific vocabulary to convey their learning and understanding
- Children who make excellent progress from their unique starting points
- Children who appreciate music from a wide range of countries, genres and diverse artists
- Children who are confident in giving and justifying their opinion on a range of music
- Learning that is tracked and monitored to ensure good progress and attainment

Teaching and Learning in PE

Intent:

At Suffolks, we believe Physical Education is vital as it builds a love of sport, physical activity and an understanding of what makes up an active, healthy lifestyle. We offer a broad, balanced and inclusive curriculum which structures a child's learning of PE from EYFS right the way through their primary school journey so that they develop life-long skills and attitudes. This allows children to make healthier choices in terms of what they would like to eat, the activities they take part in at lunch times as well as outside of school. We aim to inspire all children to participate and succeed in sport and physically challenging activities from a young age. We use an adapted version of the Enfield PE scheme of learning. Our long-term overviews and progression of skills ensure children learn in a sequential way and that new learning builds upon prior learning. Medium term plans outline a clear sequence of lessons within a lesson as well as key vocabulary and knowledge needed for children to make excellent progress.

Implementation:

Teachers have strong subject knowledge and where needed, use planning time to ensure their subject knowledge is up-to-date. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching.

As a school, we utilise internal and external expertise to provide CPD opportunities for teachers to ensure that they feel confident in delivering the PE curriculum to children. Teachers ensure children are making good progress by using a range of assessment strategies and tracking these to adapt future planning.

Impact:

As a result of our PE teaching, you will see:

- Children who are engaged and enjoying their PE lessons
- Children who use subject specific vocabulary to convey their learning and understanding
- Children making excellent progress from their unique starting points
- Children who understand the importance of living a healthy, active lifestyle
- Children who enjoy a range of sports, activities and dances
- Children who are confident in performing in front of their peers
- Learning that is tracked and monitored to ensure good progress