



Whole School Policy for Teaching, Learning and Assessment within the Curriculum

At The Discovery School, all children will have the opportunities to be the best that they can be, and enjoy learning, in a safe, caring and stimulating environment.

We have a clear vision for our children: that they will develop to have the following values:

Happy memories

Aspirations for their future

Skills for life

Confidence and self-belief

Good manners

Respect

Responsibility for their actions



Tolerance and understanding

A positive attitude towards learning

Pride in themselves, others and their school and their community

Background to and aims of this policy

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (DfE,2014) and Early Years Foundation Stage (DfE,2017), but also the additional elements of learning that enable our children to learn in-line with the school's vision and values.

The curriculum at The Discovery School is designed to be balanced, inspiring, enjoyable, relevant and purposeful. It enables teachers to strive to achieve the highest standards from learners, in order for them to be exceptionally well prepared for the next stage in their education and their future. This curriculum is cohesive and progressive, with skills which are built upon year-on-year, but also flexible enough to ensure that it evolves to remain relevant and stimulating. Teachers ensure pupils are inspired to develop a thirst for learning and to leave The Discovery School with life-long happy memories.

Pupils were consulted in the development of their curriculum and pupil voice is used as a vital tool in the continuous evaluation and development of our curriculum practice. They tell us that they enjoy learning most when they are excited by their topics and when they are provided with opportunities to learn practically.

Curriculum Planning and Organisation

Planning at The Discovery School – the culture

As a school, we have defined the culture that underpins the process of planning for learning. This culture is built around these key principles:

- **Good planning is about being prepared to teach.**
- **Planning is about the learning journey you build and not what you write down. We expect that this may well be different in different parts of the school. There is no set or right way to record daily/weekly planning and these documents will not be considered by those making judgements about the quality of teaching, learning & assessment.**
- **We do not ‘do things for the sake of it’. If we record something, it is because this has purpose.**
- **Planning must be flexible, in order to enable the learning to move with the children and in response to assessment for learning.**
- **We use our PPA time efficiently, discussing and enriching learning. Communication within and between teams is an essential part of this planning process.**
- **Planning effectively ensures that all learners are challenged appropriately**
- **Recorded plans are for the teacher and the TA.**
- **It is crucial that we ensure coverage of the NC objectives and progression of skills.**
- **It is essential that we use what we know of the children in order to match learning experiences to the needs and abilities of all learners.**
- **‘Nobody is overlooked and not a moment of learning time is wasted’**

The school adopts a topic approach to learning throughout the EYFS to 6. National Curriculum subjects are approached in a flexible way throughout the school; taught both as discrete subjects and coordinated as part of an integrated approach to learning, as appropriate.

Subject Leaders have designed subject progression documents that ensure that the National Curriculum is adequately covered and that learning is built upon year-on-year. These documents have been used to develop a school curriculum for each year group. Medium term plans are in place to ensure that the knowledge and skills for each subject are taught progressively and appropriately throughout the year. Teachers use these medium term plans to design sequences of lessons that cover the appropriate skills in an engaging and exciting way. Children’s individual interests and experiences are sought at the planning stage to ensure that topics are tailored in a child-centred way.

Where appropriate, subjects are co-ordinated as part of a topic based approach. However, this is not always appropriate and some subjects are taught discreetly for part or all of the year. Individual lessons may be blocked together to form focused projects or taught as discrete sessions. This flexible approach enables the school to ensure that that quality of teaching and learning remains high.

Subject-specific guidance can be found in the appendices to this policy.

Lesson Structure, including meeting the needs of all learners

The school does not dictate a specific lesson structure and instead allows teachers the flexibility to plan for their individual class’ needs and learning styles. Teachers will make judgements about how to target children to achieve the best learning outcomes for all. It is expected that an effective balance is struck between meeting pupils’

individual learning needs and enabling all children to achieve the same learning intention through the use of practical and supportive resources. Each year group's provision map will set out the quality first teaching strategies that are in place to meet the needs of learners. These are published on the school website.

Teachers will use a range of teaching styles and approaches to ensure that learning is engaging and appropriately challenging. Learning intentions will be shared with children in all lessons in all year groups to ensure a clear understanding of what they are learning. These may be knowledge, skill or understanding based. We believe this enables children to be part of a learning culture, take responsibility for their learning, self-assess and self-evaluate. In most lessons, it is also appropriate for teachers to share success criteria with children. These will be the elements (know, do, understand) required to meet the learning intention and may be characterised by WILF (what I am looking for). Where children's success is underpinned by following a particular process, this may also be shared with the children in the form of a task board.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support.

The culture at The Discovery School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time and is generally not recorded. Skilled teachers and teaching assistants will use this information to 'zap gaps' and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

The school's assessment policy sets out further guidance on assessment against the National Curriculum.

The Ingredients for Successful Teaching, Learning and Assessment

- The **teachers' standards** are being met
- Teachers use their planning time effectively to ensure that learning opportunities are **purposeful, engaging and enjoyable**. Work is planned around learning, not activities
- Teachers and other staff have consistently **high expectations** of what each pupil can achieve, including most able and disadvantaged pupils ('Learning opportunities are maximised for all learners')
- Teachers and other staff have a secure understanding of the age group they are working with and have relevant **subject knowledge** that is detailed and communicated well to pupils
- **Assessment information** is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well ('Nobody is overlooked')
- Work is **differentiated, demanding and challenging** enough for **all pupils**
- The **contribution of teaching assistants** has a significant positive impact on children's progress
- Children demonstrate the **characteristics of effective learning and positive learning behaviours**
- **Well-being and involvement in learning** are high
- **Progress** over time is very good (in books and assessment information)
- **Achievement** is high (overall)
- High **quality of work** and **presentation** in books

Across the Year Group, there must be **consistency** in approach, expectation, standards, attainment and rates of progress.

Working with parents

The school's curriculum is published on the school website (www.discovery.kent.sch.uk), in accordance with DfE guidelines. At the start of each year, teachers will provide parents with information about the curriculum and expectations for that year group and how parents can support this. Staff will also provide parent information sessions to parents over the course of the year to help support understanding of how the curriculum is taught and how they can support their children at home.

Key Roles and Responsibilities

The curriculum is managed by Subject Leaders throughout the school. They, in turn, are led by the Curriculum Leader, who ensures that the school's curriculum remains progressive and cohesive. This is monitored by the Headteacher and Governing Body.

Key Person	Key Roles and Responsibilities
Class teachers	<p>To use the year group curriculum and subject coverage and progression materials to plan and implement exciting and engaging lessons.</p> <p>To ensure that the quality of teaching and learning within all subjects is high.</p> <p>To use a wide range of assessment strategies to ensure that standards of attainment and progress remain high, and that gaps are 'zapped' quickly.</p> <p>Make the best use of all available resources (including, but not limited to, teaching assistants, the outdoor learning environment and ICT) to meet the needs of all learners.</p> <p>To work with Subject Leaders to continually develop and improve practice.</p>
The Subject Leader	<p>To develop and maintain a subject curriculum that meets the requirements of the national curriculum and is in-line with the school's vision and values.</p> <p>To develop and maintain a progression document for their subject that underpins year group curricular and ensures that learning is progressive.</p> <p>To maintain a cycle of monitoring to ensure that standards of teaching and learning are high (always at least good and often outstanding) in the subject for which they are responsible.</p> <p>To track and monitor the progress and attainment of pupils in their subject to ensure that children are achieving well and making good progress from their starting points.</p> <p>To identify aspects of teachers' practice that requires developing and provide targeted support, where required, and staff INSET to enhance the teaching of their subject.</p> <p>Manage a subject budget strategically to ensure that the quality of learning experiences remains high.</p> <p>To be an advocate for their subject, ensuring that they are always up to date with developments and best practice.</p>
The Curriculum Leader	<p>Provide a strategic lead and direction for the school's curriculum, maintaining the school's vision and values.</p> <p>To drive a whole school curriculum that appropriately covers all elements of the National Curriculum, ensuring clear skills progression across the school.</p> <p>Provide strategic lead and direction for all subject leaders.</p> <p>Provide leadership development opportunities for all subject leaders</p>
Headteacher & Governing Body	<p>To monitor and evaluate the impact of the school curriculum and the roles of the Curriculum and Subject Leaders in driving this.</p>

Appendices: Individual Subject Guidance & Good Practice for Learning Intentions and Success Criteria

Appendix	Subject	Leader	Due for review
i	Art	Zahra Ismail and Kerri Murphy	September 2019
ii	Computing	Holly Meiners	September 2019
iii	Design Technology	Andrea Rose	September 2019
iv	English (including reading, writing, spelling, punctuation, grammar)	Susan Doe Emily Roe – reading	September 2019
v	Geography	Carly Huggins and Lauren Lawson	September 2019
vi	History	Tracey Beard	September 2019
viii	Maths	Anjum Razaq and Catherine Coldwell	September 2019
ix	Modern Foreign Languages	Nicola Talbot and Michelle Smith	September 2019
ix	Music	Jane Wilce	September 2019
x	PHSE	Bee Hook	September 2019
xi	Physical Education (PE)	Leah Miller / Gemma Harris	September 2019
xii	Religious Education (RE)	Suzanne Boulton	September 2019
xiii	Science	Kelly Dey	September 2019
xiv	Phonics	Charlotte Latter	September 2019

xv	Learning Intentions and Success Criteria	Curriculum Leader	September 2019
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Individual Subject Guidance: Art and Design

Art and design uses the highest forms of creativity to help a child develop spiritually, morally, socially and culturally. It enables engagement, inspiration and challenge in all children, as well as creates a sense of enjoyment, purpose and relevance. Art and design equips children with both knowledge and skills because they are provided with opportunities to investigate, experiment, create and reflect. Children think critically about their own work and that of others and understand the historical and cultural impact on art.

Art education has two strands, these are **creation** and **evaluation**:

- The creative element allows children to use media and equipment to represent subject matter both realistically and imaginatively, and to express ideas and feelings.
- The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists.

At The Discovery School, we aim for all children to find enjoyment in creating art and see themselves as artists through their own individual interpretation. As the children work, they demonstrate artistic expression whilst experiencing progressive skills. This enables them to use a range of media and techniques competently. We want the children to experiment confidently, express their ideas and feelings through imaginative creation and record the world around them analytically. We also aim to develop artistic vocabulary so that children can understand and discuss their own work and that of others. All children are encouraged to appreciate and evaluate the work of a range of artists from their own and other cultures.

Curriculum

The emphasis from art and design is on both the creative practical experience and the evaluation of a range of artworks. The skills taught throughout a child's time at The Discovery School are progressive and focus on; drawing, colour, texture, form, printing and painting. Children are also encouraged to explore, develop and evaluate ideas from their own and others' works.

The progression in art and design is determined by and recorded as follows:

- from September 2017, all staff follow a comprehensive skills progression document
- all children keep a sketch book which reflects evidence of interpretation, the working process, the use of a variety of media and evaluations
- an electronic portfolio of work for each year group is maintained on a termly basis for children working towards, at expected and exceeding expected
- from September 2017, all staff maintain assessment records in art and design reflecting on the outcomes from the skills progression document

Health and Safety

In this practical activity, it is not possible to remove all risks. It is therefore important that:

- pupils are well supervised and learn to use equipment with due care by wearing protective clothing where necessary
- class teachers and teaching assistants ensure safe use of media, tools and techniques are in accordance with current health and safety requirements
- tools and media are stored appropriately
- the subject coordinator provides all staff with a risk assessment at the start of each academic year

Individual Subject Guidance: Computing

The National Curriculum for Computing states that a high quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The vision of The Discovery School is that every child will leave the school having all the skills required to become active and discerning participants in the digital world. They will be confident users of various forms of digital devices and be able to manipulate data in a range of digital formats. They will have a good understanding of how computing controls real-world systems and will be able to write programs to control models of such systems. Further to this, they will be digitally literate and able to present information in a range of digital formats as well as make informed decisions as to the quality of the source of information they have researched. Moreover, they will be able to make informed decisions as to how they present themselves in the digital world and understand the benefits and risks of doing so. This will ensure that every child has the skills required to be an active participant in the constantly changing digital world.

A high-quality computing education is a tool for learning and a key factor in raising standards in maths and English. Further to this, computing equips children to develop a better understanding of the digital world around them and how they can change that world through developing and manipulating programs that run real world systems. They learn that much of the world around them is controlled by such systems and that these systems run because of the algorithms that they were programmed with. Therefore, their education in computing should reflect this understanding and provide them with the capability to control and manipulate programs that simulate physical systems. Furthermore, as children become increasingly immersed in a digital world through the use of the internet and online games, their computing education must give them the skills required to express themselves in this digital world as well as be discerning when evaluating digital content.

Curriculum

The Discovery School's computing is based on promoting practical computing experiences across the curriculum. Where possible, computational study is used to underpin other projects and is cross-curricular. However, it is acknowledged that some aspects of the curriculum need to be taught discreetly to have the greatest impact on the learning of the pupils. When teachers plan the curriculum, it is important to consider how the fundamental computing aspects of the lesson are evidenced and assessed. Therefore, a computing based learning intention will be explicit both in planning and teaching.

Progress in computing:

- Teachers will assess pupils' progress with computing on a lesson by lesson basis. Constructive feedback, either verbal or written, will be provided to enable pupils to make further progress.
- Where possible, children will save their work in termly folders on the shared network to enable progress to be monitored.
- On bi-termly basis, the computing coordinators will gather work from each class and assess pupil progress across the school.

Health and Safety

Children are encouraged to shut down computers and laptops properly and are taught to prepare them for use. Charging units are stored within laptop trolleys so that children do not come into contact with an electrical current. Moreover, children are taught of the need to respect electrical equipment and of how incorrect use can result in an electric shock or irreparable damage to the hardware. Children are taught of the importance of considering how to set up hardware, giving consideration to safe placement of wires and hardware, to ensure that tripping risks are kept to a minimum. All procedures are in place to minimise the risk of electric shock, damage to the equipment and tripping hazards within the classroom setting.

Individual Subject Guidance: Design Technology

Design and Technology is a foundation subject within the National Curriculum that provides opportunity for children to experience designing, making and modifying. It enables children to work in a range of appropriate contexts (home, school, community, recreation, business and industry) using a wide variety of materials. It encourages a healthy attitude to safety through correct procedures involved when using tools and equipment, and develops children's skills and capabilities through practical activities. Children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements. In teaching Design and Technology, The Discovery School want to prepare children to be active participants in rapidly changing technologies so that the children will:

- Learn to think and intervene creatively.
- Become autonomous and creative problem solvers, as individuals and members of a team.
- Learn to identify needs, wants and opportunities and respond by developing a range of ideas and making products of systems.
- Combine practical skills and an understanding of aesthetics, social and environmental issues, functions and industrial practices.
- Evaluate past and present Design and Technology and reflect on its uses and effect
- Evaluate their own work.

Progression of Skills

In each year group there are specific skills that should be taught through different projects. As each child progresses through the school it is expected that each child builds on from the previous year's skills and develops a range of expertise in different aspects of the Design and Technology Curriculum. These skills and be divided into different aspects of the Design Technology Curriculum.

- ✓ Understanding contexts, users and purpose.
- ✓ Generating, developing, modelling and communicating.
- ✓ Planning
- ✓ Practical Skills and Techniques
- ✓ Own products and Ideas
- ✓ Existing products
- ✓ Making Products work.
- ✓ Where food comes from
- ✓ Food preparation, cooking and nutrition

Each Design Technology topic should include most of these skills and then the children are assessed at the end of each term to ensure progression has been made.

Curriculum

Design and Technology at the Discovery School is taught by the class teacher, to ensure a balance between practical application through topic work and specific skills teaching. Teaching assistants are used in a supportive capacity in the classroom to prepare materials, help lead and/or supervise group activity, support in the creation of classroom display and with extra-curricular activities both in and out of school.

Health and safety

The use of equipment, materials, places and spaces is promoted at all times. The Discovery School follow health and safety guidelines in accordance the Design and Technology Association (DATA)

As a comprehensive guide to health and safety in the subject. We also use 'Be Safe' guidelines. All offsite activities will require the class teacher to perform a risk assessment.

Cooking

At Discovery school, all classrooms have strict health and safety rules covering cooking and food safety. All cloths and cooking utensils have to be cleaned before use, using special solutions, as well as afterwards.

Before any cooking, all allergies have been understood and all parents have completed a permission slip regarding the activity. During the lessons, children will be shown how to use all equipment carefully and safely and for younger children there will be additional adults present in the classroom.

In Key stage 1 there is no hot source in the cooking element, however in Key stage 2 the children are allowed to use a hot source for cooking. The children, before using a hot source the children will be given guidance by adult on how to use the equipment and there will be an adult present during this time.

Individual Subject Guidance: English

English is an integrated and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. We need communication skills to equip us for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function in a civilised community.

Good language skills are also required for:

The expression of one's own feelings, emotions and spirituality, the understanding of other's feelings, emotions and spirituality, the resolving of misunderstandings and conflicts.

- Ascertaining information to make sense of the environment and infrastructure.
- The acquisition and sharing of knowledge and skills for personal interest and pleasure.
- The acquisition and sharing of knowledge, data and skills to improve the lifestyle of humankind through scientific, medical and technological development.
- The expression of creativity through writing, poetry, singing, composing music etc...
- The majority of occupations in the work place.

At The Discovery School we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and have a healthy self-esteem.

We aim to encourage all pupils to:

- Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as possible.
- Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener / audience.
- Develop the necessary decoding skills in order to read fluently with appropriate expression and intonation.
- Develop retrieval, deduction and inference skills to understand and respond to a wide range of texts in order to carry out research and be able to critically evaluate and analyse.
- Develop cognitive skills, imagination, and personal expression through writing composition using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes.
- Make progress along the continuum to becoming an accurate speller, using a neat, legible, cursive handwriting style.
- Make fair critical responses about their own language use and writing composition, that of their peers, and that of popular authors and poets.
- Develop collaborative talk and learning through opportunities to work in groups and in pairs.

The above aims are consistent with our School's philosophy and take account of the New Curriculum Programmes of Study.

Curriculum

The following teaching and learning strategies for spoken language, reading and writing have been developed by obtaining the views and opinions of pupils and staff of The Discovery School.

Spoken Language

Spoken language has a significant role in new curriculum and is taught from EYFS through to UKS2 following the New Curriculum objectives and the recommended Kent LA progression in skills. Teaching strategies involve 'Talk for Writing', daily discussion and debate throughout the curriculum, performance and recitation, role-play and drama.

Reading

The aims of the teaching of reading at The Discovery School are to develop a love of reading. Therefore, classes have well equipped book corners with age appropriate texts as well as a library enjoyed by the whole school. In addition, quality texts have been matched to curriculum topics to enrich the children's learning experiences.

The discrete teaching of reading is taught in the following phases:

EYFS/ KS1

- Systematic daily teaching of phonics following the DfES recommended programme 'Letters and Sounds'.
- Shared reading/ listening to stories.
- Guided reading.
- Reading at home.
- Better Reading Partners (BRP) intervention.

KS2

- Phonics support and intervention.
- Better Reading Support (BRS) intervention.
- Shared reading and discussion of texts.
- Listening to stories.
- Guided reading.
- Reading comprehension skills.
- Independent reading and research.
- Reading at home.

Writing

The aims of the teaching of writing at The Discovery School are to enable children to effectively communicate for a variety of purposes through written language. Through a 'Talk for Writing' approach children will create a love of language through poetry, games and storytelling; develop critical thinking skills; generate and select ideas for writing and be able to structure both story-writing and non-fiction. Story-telling and oral rehearsal of text helps to embed language patterns and enables children to write confidently.

The teaching of writing is delivered through the following strategies across the school:

- Whole school cursive handwriting approach.
- Use of phonics to support spelling in EYFS/ Y1.
- Teaching and learning of spelling from Y2 to Y6 follows the Kent LA spelling progression guidance.
- Teaching and learning of grammar and punctuation skills from Y1 to Y6 follows the Kent LA spelling progression guidance.
- Shared Writing – teacher-modelling / sharing ideas / peer evaluation / proof reading and redrafting
- Guided Writing / supported group writing
- Writing across the curriculum
- Independent Writing / extended writing opportunities
- Developing word processing skills in conjunction with the computing curriculum.

Individual Subject Guidance: Geography

Geography allows the children to develop the study of people and places, and the interaction between them. It is crucial to promote the overall development of our pupils and to prepare them for the opportunities, responsibilities and experiences of everyday life both locally and in the wider world. We aim to give the children a broad balanced Geography curriculum, promoting good progress and enjoyment of the subject.

We will aim to:

- Stimulate an awareness of and interest in the pupil's own surroundings and local area.
- Develop an understanding of Geographical vocabulary, techniques and skills necessary for Geographical enquiry.
- Develop an appreciation of the variety of physical and human conditions on the Earth's surface.
- Help pupils to develop an informed concern about the quality of the environment and future of the human habitat.
- Enhance their sense of responsibility for the care of the Earth and it's peoples.
- Foster their sense of wonder at the beauty of the world around them.
- Present pupils with tasks and information in ways which develop, challenge and extend their Geographical skills and knowledge.
- Develop a sense of place through knowing about features and character of places, contrasting locations and learning how people live in other locations.

Curriculum

We aim to use our pupil's own geographical experiences to involve and motivate them. We use topical events in a geographical way, for example pupil's holiday destinations, global or continental sporting or environmental events, natural disasters and people's responses to them. We motivate pupils to learn about other peoples and cultures through relating to children's lives, visiting adults and using artefacts.

Tasks and information are presented in a variety of learning styles to accommodate all pupils including those with SEN, and to challenge children's abilities to develop, use and extend Geographical skills.

We have a range of strategies to support SEN Children (see SEN policy) Those that are particularly relevant to Geography are:

- An adult to accompany pupils with impairment on visits.
- The use of large scale maps, always in colour, highlighted for pupils with particular special needs.
- Awareness of the problems colour keys provide for colour blind pupils.
- Modified text passages as expected in other curriculum areas.
- Different levels of written or oral questions for pupils investigating photographic or other visual materials.
- Modified graphs, for example the use of ICT to graph data, axes provided and labelled.

For our able pupils we will expect a greater range of resources to be used, extension tasks to be provided and greater independence in working, for example a pupil to be able to carry out their own simple Geographical enquiry by Year 6.

Health and Safety

Hazard perception is crucial for Geography visits and risk assessments are carried out prior to any visit. See Health and Safety policy. We follow the 'Be Safe' guidelines for all geographical activities.

Individual Subject Guidance: History

At the Discovery School we teach history to develop awareness and an interest in the past. To help children to gain an understanding of how the study of history is related to our daily lives and how active investigations of the past can help us to understand the world we live in today at a personal, local, national and international level.

Throughout the teaching of History we aim to help the children develop an understanding of:

- Continuity and change, similarities and differences, cause and consequence and chronology.
- How individuals and societies have contributed to the development of our world regardless of race, class, gender and religious background.
- A sense of their own identity through learning about the development of Britain, Europe and the world.
- How the past informs the present.
- Recognition and interpretation of primary sources.
- An ability to ask and answer history questions.

The teaching of history across the school provides children with opportunities to:

- Record, work through a variety of diagrams, models, posters, pictures, drama, individual and collaborative writing.
- To understand how our knowledge of the past is constructed from a range of sources by:
 - Handling artefacts and using primary sources.
 - Using secondary sources e.g. books, TV and radio programmes, newspapers, visitors to the school and visits out of school.
 - Using IT to gain access to additional information sources, to assist classifying and presenting material and evidence gained from other sources.
- Take part in visits within the locality and further afield.

Health and Safety

All off-site activities and visits will be risk assessed before taking place. Children will handle all equipment and any artefacts under adult supervision. Use of ICT within the History curriculum follows the same health and safety procedures as those detailed under the Computing curriculum.

Individual Subject Guidance: Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. At the Discovery School we aim to provide a high-quality mathematics education, therefore provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Using the national curriculum for mathematics, we aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. At the Discovery school, the maths curriculum is organised into distinct domains;

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions, decimals and percentages
- Measures
- Geometry
- Statistics
- Algebra
- Ratio and proportion

However, pupils are encouraged to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They also have the opportunity to apply their mathematical knowledge to science and other subjects.

The expectation at The Discovery School is that the majority of pupils in a class will move through the programmes of study at broadly the same pace. However, decisions about when to progress are always based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged at through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material have the time to consolidate their understanding, including through additional practice, before moving on.

The appendix details the specific calculation progression throughout the school. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Subject Specific Guidance: Modern Foreign Languages

At The Discovery School we believe that the learning of modern foreign languages provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others.

The aims and objectives of MFL at The Discovery School are:

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

Curriculum

At the Discovery School we make Modern Foreign Languages an enjoyable learning experience. At Foundation stage and KS1, children will have access to other languages through rhymes and songs. The children are given the opportunities for speaking and listening enabling them to develop an awareness of other languages especially those of children within their class immersing them in various languages and cultures.

At the Discovery School MFL is taught in short bursts throughout the daily routines. Language is reinforced daily through registration, following simple instructions and assembly time.

At KS2, the children are taught MFL in a weekly language lesson. The children will continue to develop their language skills with rhymes and songs and will also be introduced to the written word. They will be able to communicate in other languages by speaking, reading and writing. Teaching and learning will involve repetition of languages using a variety of methods, including games and role play. The use of ICT is an integral part of Modern Foreign Language teaching.

The Discovery School uses 'La Jolie Ronde' teaching resource which includes all the strands identified in the Key Stage 2 Framework for language. The teaching of Modern Foreign Languages will be delivered using a variety of teaching and learning styles to ensure it is inclusive to all children. As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented. Refer to Special Needs Policy and Gifted and Talented Policy for details about these areas.

In addition, the school hosts a number of privately run MFL clubs. These classes are open to children in Foundation Stage and Key Stages 1 & 2.

Subject Specific Guidance: Music

Music is a unique form of communication that can inspire and motivate children; it is a vehicle for personal expression and can play an important part in the personal development of people. It contributes to the **development of a child spiritually, morally, socially and culturally**. It creates in the child a sense of **enjoyment, purpose and relevance**. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music teaching at The Discovery School enables children to:

- Know and understand how sounds are made and then organised into musical structures.
- Know how music is made through a variety of instruments.
- Know how music is composed and written down.
- Know how music is influenced by the time, place and purpose for which it was written.
- Develop the interrelated skills of performing, composing and appreciating music.

At The Discovery School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of our music teaching; we focus on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, rhythm and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

Curriculum

At The Discovery School, we utilise a variety of resources to deliver the music curriculum. In the Early Years Foundation Stage, music is interwoven across the curriculum through rhymes and song. Children also have the opportunity to experiment with sound and use instruments. In Years One and Two, music teaching follows the 'Music Express' online scheme of work, where children have the opportunity to learn the language of music, play musical instruments, compose and create ideas and perform together.

In Key Stage Two, children have the opportunity to build upon their skills and begin to learn musicianship through music theory and instruments. In Year Three, pupils receive whole class recorder tuition and in Year Four, pupils receive whole class ukulele tuition. Instrument tuition enables pupils to learn basic notation and performance skills which will provide them with a sound basis for future musical opportunities. In addition to instrument tuition, children have additional opportunities across the curriculum to learn the language of music, compose and create ideas and perform together.

The music curriculum for Years Five and Six is linked to humanities and science topics. The skills they are taught to develop and explore include: music appreciation and the history of music, composition, understanding music notation and performing together. In addition, many children choose to develop their instrumental skills learnt in Lower Key Stage Two by continuing individual or small group lessons through one of the school's Peripatetic Tutors.

Health and Safety

Teachers are responsible for the organisation and management of music lessons and must ensure that the following points are considered:

- Correct procedures for testing, setting up and use of electrical equipment are followed.

- The moving of instruments, particularly large instruments, is supervised.
- The correct use of instruments is explained and children are supervised when playing.
- Instruments are stored appropriately.

Subject Specific Guidance: PSHE

Whilst PSHE education remains non-statutory subject, the National Curriculum framework states that:

'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice.'

Along with the National Curriculum, the DfE guidance states that PSHE education is

'An important and necessary part of all pupils' education.'

Noting that:

'Schools should seek to use PSHE education to build, where appropriate on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activities and diet for healthy lifestyle.'

At the Discovery School our objectives are to:

- Enhance self-esteem and develop motivation.
- Ensure that pupils understand that they must accept responsibility and the consequences for their own actions and accept rules.
- Develop pupils' ability to become independent, enabling them to make informed choices and decisions.
- Engender an increased understanding of the school as a community and as part of the wider community.
- To recognise that they have feelings and to manage their own behaviour and to be aware of the impact they have on the behaviour of others.

Curriculum:

At the Discovery school PSHE takes place in discreet lessons and through circle times. We build on our topic based curriculum to ensure PSHE is taught in context where ever possible. The Discovery School follows the SEAL curriculum which focuses on emotional wellbeing and an understanding of feelings. We invite a number of visitors into school to support and extend our learning. PSHE covers such a vast area including Citizenship and we ensure Social and Moral involvement, Community involvement and Political literacy. AS stated previously although PSHE is non-statutory subject, we need to fulfil duties related to SMSC, behaviour and safety and to provide a broad and balanced curriculum which meets pupils' needs and prepares them for the challenges and opportunities of adult life. Additionally we introduce Playground Champions and Play Pals to support children in our school.

Subject Specific Guidance: Physical Education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. It promotes physical skilfulness, physical development, fundamental movement skills and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and in teams. It promotes positive attitudes towards active and healthy lifestyles through safe practice, pupils need to develop a sense of responsibility towards their own and others' safety. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At The Discovery School we aim to provide children with opportunities to compete against one another, both within the school as well as between schools. We understand that competitive sports are crucial to a child's development and we feel that winning and losing are important for a child to experience. We feel these are transferable skills that will support children in all areas of their development both in an out of the school environment.

We strive to promote an understanding of a healthy lifestyle and a culture in which the pupils and community engage in physical activity. This is an important aspect of life and it will help us create a community that fosters a healthy lifestyle, promoting a healthy body and a healthy mind.

Curriculum

The National Curriculum provides the basis for the teaching of physical education at The Discovery School. The National Curriculum aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy active lives

The Discovery School adheres to Government recommendation of a minimum of two hours per week of Physical Education for KS2 and 1 ½ for KS1. Extra-curricular club provision is provided by a mixture of Class Teachers, TAs and paid agencies. The school office has records of up to date club opportunities, these are designed to cater for a range of ages and interests.

Health and Safety

The safe use of equipment and spaces is promoted at all times- all areas should be assessed for safety prior to undertaking activity especially the field- using the children and staff to 'walk the area' is essential. Jewellery **must not be** worn for any P.E. lesson and earrings must be removed by the child. All matters regarding safety are contained within the BAALPE document 'Safety in Physical Education' and 'The Be Safe' document. All offsite activities will require the class teacher to perform a risk assessment using the school risk assessment documents.

Individual Subject Guidance: Religious Education

At The Discovery School we believe that Religious Education makes a major contribution to the personal development of our pupils including their spiritual, moral and social development. Our ethos is one of respect and sensitivity towards others. This gives our pupils confidence to explore and reflect on important life questions and to develop their own beliefs and values within a supportive environment.

Through the teaching of R.E. as part of our broad, balanced curriculum, we aim to:

- Encourage our pupils to think beyond themselves to the wider and global community
- Cultivate understanding and respect for others and to combat prejudice, racism and discrimination
- Allow pupils to explore what it means to have a religious faith and live according to that faith
- Help our children develop respect and sensitivity for all people
- Learn more about the importance of religion in today's world.

This is achieved by focusing on the two NC Attainment Targets - To learn *about* religion and to learn *from* religion.

Curriculum

The statutory requirements for the provision of Religious Education will be met by planning and teaching RE in accordance with the Kent Agreed Syllabus.

RE is taught across the school for the equivalent of 30 minutes per week in the Foundation Stage, for a minimum of 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2. Collective Worship (assembly time) is not part of the taught day and therefore cannot be considered as part of the recommended time for teaching Religious Education.

To ensure the requirements of the Kent Agreed Syllabus are met and the curriculum is broad and balanced, Christianity is studied across The Discovery School in every year from FS to Year 6. Four other principal religions represented in Great Britain, namely Hinduism, Islam, Judaism and Sikhism, are also studied at by different year groups across the school. Each term, pupils learn a variety of skills and concepts related to the various themes and content of the topic/religion to be covered.

R.E. is an exciting curriculum subject and during their R.E. lessons, pupils experience a variety of teaching strategies to suit all learning styles. There are a wide range of resources on different religions available for teachers and pupils including religious artefacts. Links are made with other curriculum areas such as Literacy, History and P.S.H.E. Planning also takes into account the needs of *all* pupils including those with special educational needs.

Teachers' right not to teach Religious Education

We recognise that teachers at The Discovery School have the legal right not to teach Religious Education and that any refusal to do so must not be used to discriminate against them.

Parents' right to withdraw pupils from Religious Education

At The Discovery School we recognise that parents have the legal right to withdraw their children from Religious Education. The school will comply with any request from a parent to withdraw their child and recognize that they are not required to give their reasons for wanting to do so. Parents should, however, make their request in writing whenever possible.

Health and Safety

Teachers conform to guidelines within the school health and safety policy during the teaching of R.E. Particular care should be taken when children are handling artefacts, consuming special foods or taking part in visits to places of worship. Please refer to the "Be Safe" guidelines for specific advice.

Individual Subject Guidance: Science

At The Discovery School, we believe that science education provides the foundations for understanding the world, through biology, chemistry and physics. We aim to teach pupils the essential aspects of the knowledge, methods, processes and uses of science. Through building up key foundational knowledge and concepts, we aim for pupils to be able to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. We aim to encourage pupils to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

Our aims are:

1. To develop pupils' **enjoyment and interest** in science and build on their natural curiosity enabling them to understand and care for the world in which they live..
2. To develop pupils' understanding of key **scientific concepts** and **scientific skills**.
3. To enable them to **work scientifically** and use a variety of approaches to answer relevant questions.
4. To allow opportunities for **observing over time; pattern seeking; identifying, classifying and grouping; comparative** and **fair testing** (controlled investigations); and **researching using secondary sources**.
5. To build pupils' specialist **vocabulary**, which they can use with precision as they progress.
6. To ensure that children learn through a range of **engaging activities**; including a variety of practical approaches.
7. To develop the potential scientific links with all other areas of the curriculum.
8. To encourage pupils to explore the outdoor area and learn about what is around them.
9. To ensure that children can use equipment safely and sensibly.
10. The EYFS aims to give the children knowledge and skills so they can begin the National Curriculum.

Curriculum

The main aspects of science to be studied are determined by the National Curriculum for Science. Each year group will cover units of work as shown in our Science Long Term Plan. Each of these units will be supported by the New Kent Scheme of Work for Science as well as ideas and activities from a range of other sources. Science may be taught as discrete weekly lessons or cross curricular where appropriate and at times may be blocked together to form focussed science days.

Assessment

Every teacher is encouraged to develop a breadth of evidence relating to pupils' achievements. These could be children's books, big books produced by the class or groups, notes and assessment sheets used by the teacher and electronic examples of pupils learning. Pre and post topic/unit assessments may also be used to support judgements of pupils learning. Teachers make ongoing judgements on pupils' learning and complete science assessment sheets ((topic linked assessment sheets) to monitor attainment and progress after each completed unit.

Health and Safety

The safe use of equipment, materials, places and spaces is promoted at all times. The Association for Science Education (ASE) document 'Be Safe' has been adopted by the school as a guide to health and safety in science. All offsite activities will require the class teacher to perform a risk assessment. CLEAPSS will be contacted by teachers should they have a query concerning health and safety.

Best Practice Guidelines: Learning Intentions and Success Criteria

Learning Intentions

At The Discovery School, learning intentions are a vital tool in shaping learning for children. We believe that a clear learning intention enables better progress within a lesson and greater clarity of purpose in teaching. We follow these best practice guidelines:

- **LIs are shared with the children in every lesson, for every year group.** They may be shared at varying points in the lesson, depending on its structure. The guiding principle is that children should know the LI before they are judged upon it.
- **LIs are made accessible to the children.** This may be through the language chosen, the scaffolding provided by teachers or through the use of characters e.g. 'WALT' or 'Learning Ladybird'.

Learning intentions made accessible during the Foundation Stage Using 'Learning Ladybird'

- **Learning intentions may be knowledge, skill or understanding based.** They must be focused on the learning of these three elements rather than the outcome, context or process in the lesson. This helps us to be clear about what we are teaching the children to do.

Some examples of focused LIs	Some examples of poorly focused/outcome based LIs
I can use inference in my writing for feelings thoughts or motives. <i>(skill)</i>	I can write an adventure story. <i>(This is an outcome)</i>
I can use connectives to join two linked ideas. <i>(skill)</i>	I can write a discussion text. <i>(This is an outcome)</i>
I can name the different features of a river. <i>(knowledge)</i>	We are learning about rivers. <i>(Gives context only)</i>
I can measure my results accurately. <i>(skill)</i>	I can find out which material is the best conductor. <i>(This is an outcome)</i>
I can explain ways how people from the past influenced today. <i>(understanding)</i>	We are learning about Roman central heating systems. <i>(Tight context, no clear knowledge or skill)</i>
I can name the key parts of a plant <i>(knowledge)</i> and label them on a diagram <i>(skill)</i>	I can label a flower. <i>(This is an outcome)</i>
I can compare fractions by changing them to a common denominator. <i>(skill/knowledge/understanding)</i>	We are learning about fractions. <i>(Gives context only.)</i>

- **LIs can be deliberately 'open' to enable children to make choices** e.g. "I can use the most efficient method for adding two numbers". Here, the skill is choosing the method that works best for them.
- **LIs are used by the children as titles for their work.**

- **LIs are used as the focus for teacher, self and peer assessment throughout and at the end of the lesson.**

Success Criteria

Success criteria help children to see how they will be successful with their learning and achieve the Learning Intention. They are the mini-goals or smaller steps to achieving the LI. The success criteria will give the teacher and learner a sense of how they will know they have achieved the learning intention, or of what the teacher is looking for (WILF) when assessing. They are useful to identify where success has been achieved and where improvements can be made. We follow these best practice guidelines:

- **Success criteria will be shared or developed with children in the majority of lessons**, this can be done orally although it is acknowledged that it is appropriate to sometimes have these written so that children can reference them.
- **Success criteria may be built up over a number of lessons linked to the ‘big picture’**. Working walls are particularly effective in making this clear to children.
- **At Discovery School, Success Criteria are different from the process a child goes through to achieve an outcome** and therefore, the term ‘steps to success’ is best avoided. Where appropriate, teachers are encouraged to share or develop the process to achieving the answer or outcome with the children; this should be done in the form of a task board. Following this process may form part of the success criteria.
- **Teachers may demonstrate how the success criteria can be effectively applied to a task** in a number of ways including: modelling and sharing of effective outcomes (WAGOLL)

Examples of effective Success Criteria:

LI: To add two two-digit numbers accurately (Y2/3 - Maths)	LI: To stand on one leg (Y1 – PE)	LI: To apply the features of a newspaper article (Y4 - English)
<ul style="list-style-type: none"> ✓ Make a rough estimate in your head so you know if your answer is reasonable. ✓ Look at your two numbers and decide upon the best strategy for adding them. ✓ Check your result using the inverse. 	Remember to choose the right level of challenge and support, including: <ul style="list-style-type: none"> ✓ Holding on to someone/thing ✓ Focusing on a fixed spot ✓ Putting arms out to stabilise ✓ Try both legs 	<ul style="list-style-type: none"> ✓ My writing is in past tense ✓ I use paragraphs to structure my article ✓ My quotes follow the speech mark rules ✓ I have included time connectives

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