



Whole School Policy for Teaching and Learning within the Curriculum

Written in: September 2020

Approved by The Governing Body: *(Pending governor ratification)*

Date of next review: September 2021

The intent of The Discovery School curriculum

At The Discovery School we have designed our curriculum with the intent that our pupils will:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient
- “be the best that they can be”

(See Appendix 1 for further guidance)

We intend that all pupils achieve this through a curriculum which is designed to be balanced, inspiring, enjoyable, relevant and purposeful. Teachers 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. The curriculum is cohesive and progressive, with skills which are built upon year-on-year, but also flexible enough to ensure that remains relevant and stimulating and reflects the context of Kings Hill. Through this curriculum teachers inspire children develop a love of learning.

Due to the global pandemic and the forced closure of schools to all children in March 2020, the curriculum of The Discovery School will look slightly different in Terms 1 and 2 of the new academic year (September 2020), when all children will return back to school. For further information on these changes, see the “Reconnecting Curriculum” in Appendix 17.

How we implement our curriculum

The school adopts a creative approach to learning through the Early Years Foundation Stage (EYFS) (DfE 2017) and National Curriculum (DfE 2014). National Curriculum subjects are approached in a flexible way throughout the school, and are planned sequentially to ensure that new knowledge and skills build on prior learning.

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 children’s individual learning needs and enabling all children to achieve the same learning intention through the use of practical and supportive resources.

Teachers will use a range of teaching styles and approaches to ensure that learning is engaging and appropriately challenging. We believe this enables children to be part of a learning culture, take responsibility for their learning, self-assess and self-evaluate.

Curriculum Planning and Organisation

Planning at The Discovery School – the culture

We have an ambitious curriculum to meet the needs of all learners, building on and enriching our children's cultural capital – especially for those from the most disadvantaged backgrounds.

Children are consulted in the development of their curriculum and pupil voice is used as a vital tool in the continuous evaluation of enjoyment, engagement and challenge which helps us with the continual development of our curriculum practice.

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.
- 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.

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 and builds on prior learning. 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, which are revisited throughout the year and their journey through the school. 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.

Assessment and Feedback

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. The intention of our curriculum is to not create unnecessary work load for our teachers. This includes planning and assessment.

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. 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 Feedback policy sets out further guidance on assessment against the National Curriculum.

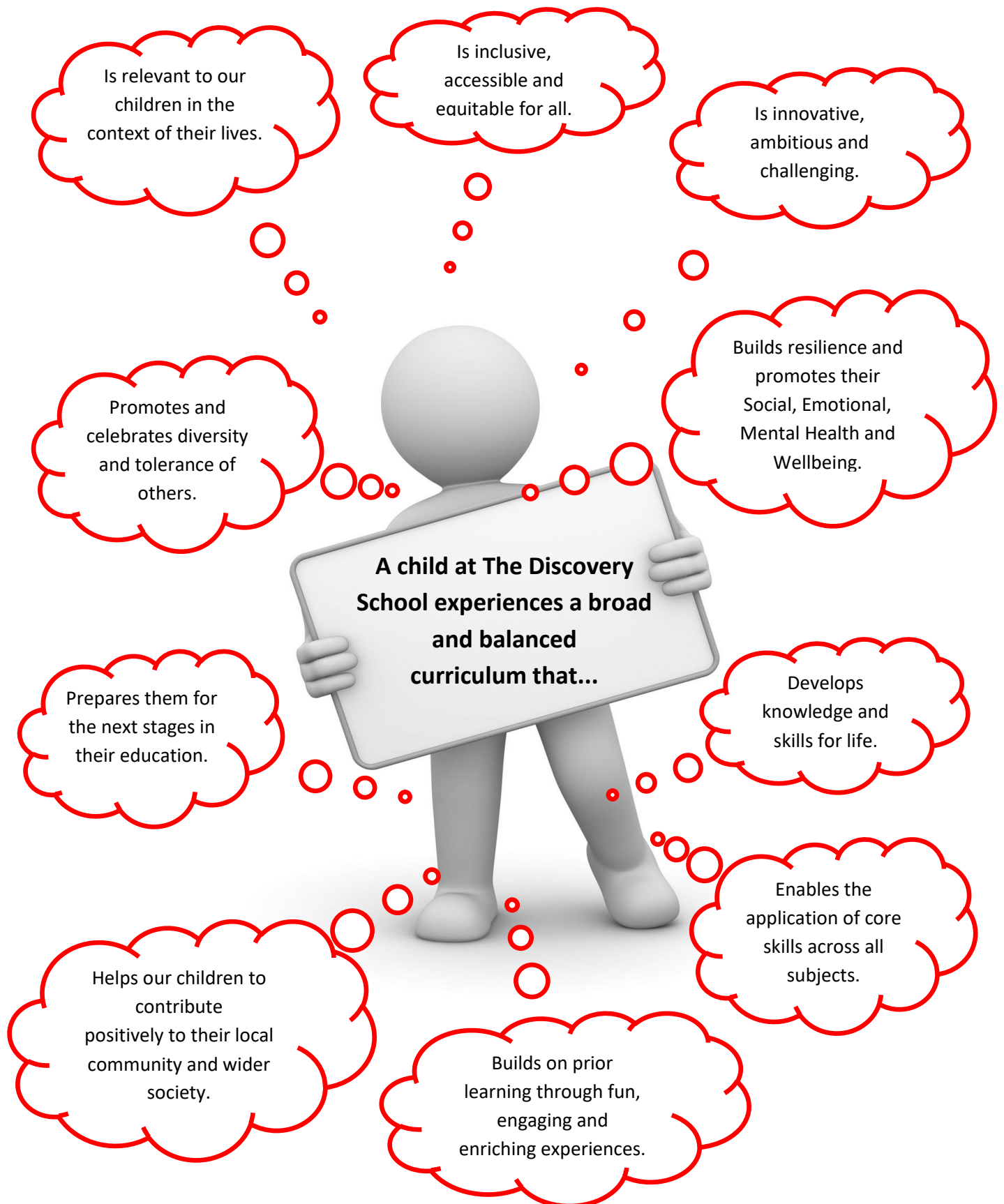
The Ingredients for Successful Teaching, Learning and Assessment

- 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 and not activities
- Teachers and other staff have consistently **high expectations** of what each pupil can achieve, including most able and disadvantaged children
- Teachers and other staff have a secure understanding of the age group they are working with and have secure **subject knowledge** that is detailed and key concepts are understood and communicated well to children
- **Assessment information** is used to plan appropriate teaching and learning strategies, including to identify and correcting children's understanding, enabling children to embed their knowledge and make good progress and achieve well
- Work is **differentiated, demanding and challenging** for **all children**
- The **contribution of teaching assistants** has a significant positive impact on children's progress
- Children demonstrate the **characteristics of effective learning**
- Teachers enable children to display outstanding 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
- 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 Leader (Deputy Headteacher) and the Senior Leadership Team (SLT) strategically lead teams of Subject Leaders within an overarching curriculum area. These areas are inspired by the EYFS Early Learning Goals (Appendix 2) and allow meaningful links to be made across and within subjects.

Key Person	Key Roles and Responsibilities
Class teachers	<ul style="list-style-type: none"> ▪ To use the year group curriculum and subject skills and knowledge progression materials to plan and implement exciting and engaging lessons. ▪ To ensure that all lessons planned build on prior learning. ▪ To ensure that the quality of teaching and learning within all subjects is high. ▪ To use a wide range of assessment strategies to ensure that standards of attainment and progress remain high, and that gaps are ‘zapped’ quickly. ▪ 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. ▪ To work with Subject Leaders to continually develop and improve practice.
The Subject Leader	<ul style="list-style-type: none"> ▪ To develop and maintain a subject curriculum that meets the requirements of the National Curriculum and is in-line with the school’s values. ▪ To develop and maintain a progression document for their subject that underpins year group curricular and ensures that learning is progressive. ▪ To ensure that learning resources (books, equipment, artefacts etc.) are up to date, progressive and relevant to enhance learning. ▪ 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. ▪ To track and monitor the progress and attainment of children in their subject to ensure that children are achieving well and making good progress from their starting points. ▪ 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. ▪ To be an advocate for their subject, ensuring that they are always up to date with developments and best practice. ▪ To work as part of the wider curricular team to help ensure cohesiveness across subjects.
The Curriculum Leader and Senior Leadership Team	<ul style="list-style-type: none"> ▪ Provide a strategic lead and direction for the school’s curriculum, maintaining the school’s vision and values. ▪ To lead curriculum teams to ensure coherency across the school curriculum. ▪ To drive a whole school curriculum that appropriately covers all elements of the National Curriculum, ensuring clear skills and knowledge progression across the school. ▪ Provide strategic lead and direction for all subject leaders. ▪ To monitor the school curriculum formally alongside subject leaders to ensure that standards remain high across the school. ▪ To provide coaching for all subject leaders when required. ▪ Provide leadership development opportunities for all subject leaders.
Headteacher & Governing Body	<ul style="list-style-type: none"> ▪ To monitor and evaluate the impact of the school curriculum and the roles of the Curriculum and Subject Leaders in driving this.

Appendices:

Appendix number	Subject	Leader (red = Senior Leader)
1	The Discovery School – how our intent is implemented	Senior Leadership Team
2	The Discovery School Curriculum Teams	Senior Leadership Team
3	Individual Subject Intents	All subject leaders
Pages: 13 – 15	Physical, personal, Emotional and Social Development: Physical Education	Leah Moore Gemma Harris Tina Gobell
Pages: 16 - 18	Physical, personal, Emotional and Social Development: PSHE	Bee Hook Davina Stapley Hannah Pullen
Pages: 19 - 20	Physical, personal, Emotional and Social Development: Religious Education	Annette Collins Suzanne Boulton
Pages: 21 – 22	Communication and the Expressive Arts: Music	Jane Wilce
Pages: 23 - 44	Communication and the Expressive Arts: English Writing Reading	Alisha Verma Nicolle Aiston Nicola Talbot Jane Wilce
Pages: 45 - 46	Communication and the Expressive Arts: Phonics	Charlotte Latter Tina Gobell
Pages: 47 - 49	Mathematics and Technology: Design and Technology	Andrea Rose Peter Hipkiss
Pages: 50-51	Communication and the Expressive Arts: Modern Foreign Languages (French)	Freya Patel Jane Wilce
Pages: 52 -54	Communication and the Expressive Arts: Art	Rachel Ingles Jane Wilce
Pages: 55-56	Knowledge and Understanding of the World: History	Tracey Beard Jenny Baker

Pages: 57 - 58	Knowledge and Understanding of the World: Geography	Carly Healy Lauren Lawson Jenny Baker
Pages: 59 - 60	Knowledge and Understanding of the World: Science	Kelly Dey Emily Roe Jenny Baker
Pages: 61 - 62	Mathematics and Technology: Maths	Catherine Coldwell Zahra Ismail Rebecca Bates Jenny Baker
Pages: 63 -64	Mathematics and Technology: Computing	Laura Marle Holly Meiners Peter Hipkiss
Pages: 65 -67	Knowledge and Understanding of the World: Sustainability and outside Learning	Kate Chapman Jenny Baker
Appendix 4 Pages: 68-80	The Reconnecting Curriculum	Curriculum Leader – Jenny Baker
Appendix 5 Pages: 81-86	Remote Learning Policy	Curriculum Leader – Jenny Baker

Appendix 1

At The Discovery School we have designed our curriculum with the intent that our pupils will:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient
- “be the best that they can be”

Alongside this intent, our school values of **Friendship, Perseverance, Honesty, Kindness** and **Respect** are also promoted through our whole school curriculum.

Guidance on this page explains further how both the intent and school values are taught at The Discovery School. In appendixes 3 – 19, there is further guidance how our intent will look in each specific curriculum subject.

<u>Our intent</u>	<u>How this is achieved at The Discovery School</u>
Be creative, inquisitive and have an opportunity to explore and try new things	Teachers plan lessons which create enquiry, curiosity and the opportunity to explore new ideas, scenarios. Children are asked as part of their “Knowledge harvests” what they would like to find out about a specific topic. Themed weeks. School visits from outside organisations. School trips including the residential programme for years 4, 5 and 6.
Build on their prior learning and knowledge	Subject Leaders ensure that the curriculum is progressive which allows all children to develop both their knowledge and skills in all subjects. Children are asked prior to their learning what they already know and what they would like to know about too. This is then fed into planning and lessons to ensure that children are engaged with their learning. Resources are progressive in subjects and subject leaders have spent time to ensure that these resources really enhance teaching and learning.
Enjoy learning new skills for life	As well as the skills that the children will learn through the carefully planned skills based curriculum, we also provide our children with opportunities outside of the National Curriculum to explore a range of skills, concepts and ideas. We believe giving our children these opportunities will help them develop their life skills. Examples of these opportunities are: Forest school Educational talks – EYFS and Year 6 Visiting experiences such as an Astro dome, school farm, different religious leaders, dancers, Enterprise opportunities Competitions Quizz Club Collaborative competitions with local schools (Maths, Sport)

<p>Feel included and feel like they are part of something</p>	<p>Our school values underpin everything that the children do in school. Lessons are designed to incorporate team work not just within the children’s classroom, but beyond.</p> <p>Our weekly assemblies celebrate all children’s achievements both in and outside of school.</p> <p>Our School Council gives all children to chance to voice their ideas and opinions.</p> <p>Class assemblies</p> <p>End of year productions</p> <p>Parent tours</p>
<p>Get along with and collaborate with others</p>	<p>Our school value of friendship, kindness and honesty are promoted through assemblies, PSHE and all interactions with children. The school house point system ensures that our values including friendship and kindness are at the forefront of what the children do.</p> <p>we Peer mentors help children on the playground to</p> <p>We provide the children to collaborate in many different ways both in and outside of school. Events such as joint music concerts across schools, year 6 transition work, sports events such as inclusive athletics, working in collaboration with local businesses and groups.</p>
<p>Be brave, ambitious and resilient</p>	<p>All lessons feature an element of challenge so that children are encouraged to be brave. Through the school’s culture of growth mind set, children are encouraged to develop their mind set of being brave and “giving it a go” as well as promoting the idea of resilience and persevering when challenges become difficult. Challenge in lessons and learning come in many guises including: problem solving, using and applying a range of skills, more complicated work, thinking skills and explaining concepts to others.</p>
<p>“Be the best that they can be”</p>	<p>As a school we have a culture of being the best that we can be through all areas of school lfe, including the children’s learning. Children are encouraged to recognise their own potential so that they can allow themselves the chance to be the best that they can be. Staff actively reward all children when they display the behaviours of “being the best that they can be”. (See the school Behaviour policy for further details: https://www.discovery.kent.sch.uk/about-us/policies/behaviour-policy/)</p>

Appendix 2



The Discovery School

Curriculum Teams 2020 - 2021

Team Members	Subjects	Team Leader	Curriculum Area
Gemma Harris/Leah Moore Bee Hook/Davina Stapley Annette Collins Hannah Pullen Suzanne Boulton	PE PSHE RE SEMH	Tina Gobell Hannah Pullen	Physical, Personal, Emotional and Social Development
Nicolle Aiston/Alisha Verma/Nicola Talbot Charlotte Latter Freya Patel Rachel Ingles Jane Wilce	English Phonics MFL Art Music	Jane Wilce	Communication and the Expressive Arts
Tracey Beard Lauren Lawson/Carly Healey Kate Chapman Emily Roe/Kelly Dey/Alex Charlton	History Geography Sustainability and outside Learning Science	Jenny Baker	Knowledge and Understanding of the World
Holly Meiners/Laura Marle Catherine Coldwell/ Zahra Ismail/ Rebecca Bates Andrea Rose	Computing Mathematics Design Technology	Peter Hipkiss	Mathematics and Technology



Individual curriculum intents – September 2020



Personal, Social and Emotional: Physical Education Curriculum Intent

At The Discovery School we want all pupils in physical education to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our physical education curriculum.

By providing a high quality physical education curriculum we aim to provide our children with the opportunities to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Implementation

At The Discovery School, all pupils participate in two hours of physical education a week underpinned by the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below;



We ensure that all pupils have the opportunity to become physically confident, can compete in competitive sports and have embedded key sporting values such as fairness and respect. We also ensure that all sports are inclusive to enable all children in our school to take part, for example, we have introduced some SEN sports into our curriculum and our extra-curricular club timetable, such as Boccia and Curling. Our emphasis on a broad and balanced curriculum ensures that physical education is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Physical education learning at KS1 and KS2 is practical; we understand that P.E. is a crucial contribution to a child's well-being, academic development and enjoyment of school life. We will achieve this in a variety of ways.

At The Discovery School we follow a scheme of work called Greenacre to support teachers in planning a progressive curriculum which focuses on skill based learning, strategic, tactical and creative thinking. Teachers are expected to adapt plans to meet the needs of their pupils so that every child is given the opportunity to reach their full potential and that our more able learners are challenged appropriately.

The teaching and learning of physical education at The Discovery School is underpinned by the core themes 'Physical Development', 'Social and Emotional Development' and 'Spiritual, Moral and Cultural Development.' Within these themes, the children will:

Physical Development:

- develop fine and gross motor skills which help with everyday activities
- develop knowledge, skills and understanding of actions which help to complete sporting and everyday activities. e.g. running, jumping, throwing, catching, co-ordination and balance
- enhance pupils understanding of health and fitness and how they can improve this

Social and Emotional Development:

- develop enjoyment and love of physical education
- develop confidence and belief in their own abilities to help improve their self-esteem
- develop team-work and co-operation
- develop character and resilience
- improve participation and competitiveness through competitions both in and out of school
- help pupils become independent and effective learners through the decisions they make

Spiritual, moral and cultural development:

- develop a positive attitude of themselves and others
- show respect to their team and opposition through good sportsmanship

We aim to provide children with opportunities to compete against one another, both within the school as well as between schools. This links to the National Curriculum for physical education (2014) aim of, '*all pupils to succeed and excel in competitive sport and other physically-demanding activities.*' The Discovery School 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 all children in all areas of their development both in an out of the school environment. Again, we ensure we enter into a variety of different sporting competitions, for different age groups and abilities, to allow all children the opportunity to represent the school if they wish to. For example, we have previously entered a sporting competition specifically for SEN sports which enabled some of our SEN pupils to take part and represent the school.

We strive to promote an understanding of a healthy lifestyle and a culture in which the pupils 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. This links to the National Curriculum for

physical education (2014) as they advise that the purpose of physical education is, *'for pupils to become physically confident in a way which supports their health and fitness...and help to embed values such as fairness and respect.'*

Impact

It is expected that our pupils will leave The Discovery School at the end of KS2 with an enthusiasm for physical education as well as an understanding of their own body and the skills required to continue their learning into KS3. It is also expected that pupils will leave The Discovery School at the end of KS2 with increased confidence and belief in their own abilities which will help improve their self-esteem, high levels of resilience and the ability to work well as part of a team and co-operate well with others. If the children are able to achieve these attributes, they will help to improve their well-being.



Physical, Personal, Emotional and Social Development: Personal, Social and Health Education (PSHE) Curriculum Intent

At The Discovery School we want all pupils in PSHE to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our PSHE curriculum.

By providing a high quality PSHE curriculum, we aim to equip all pupils with a sound understanding of risk and with knowledge and skills necessary to make safe and informed decisions in their lives. We aim to provide the children with opportunities to:

- reflect on their increasing independence and physical and social awareness
- build on skills acquired during Early Years Foundation Stage (EYFS)
- develop the skills to build effective relationships
- develop the skills to gain greater personal responsibility and manage personal safety, including online.
- enable pupils to manage the physical and emotional changes at puberty
- prepare them for the wider world and enable them to make an active positive contribution to their communities.

Implementation

At The Discovery School, all pupils participate in weekly PSHE lessons underpinned by the National Curriculum expectations for pupils in KS1 and KS2, where needed, PSHE lessons may happen more than once a week when dealing with a specific event or subject. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below:



We ensure that all pupils have the opportunity to build on each core theme 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. These learning opportunities support the pupils' development, readiness and needs, whilst taking into account prior learning, experience and understanding. Our emphasis on a broad and balanced curriculum ensures that PSHE is valued as a subject and not sidelined in favour of exclusive focus on core subjects such as English and Maths.

PSHE learning at KS1 and KS2 is practical; our children are taught to discuss and reflect upon on previous and current experiences as well as preparing them for future ones. Our bespoke programme of study enables the children to learn through a spiral curriculum that enables them to develop knowledge, skills and attributes where previous learning is revisited, reinforced and extended year on year. This is all taught in a safe environment which enable the children to be confident to discuss and reflect upon their learning.

PSHE for everyone

We believe that PSHE lessons are not a series of one off lessons, but a sequence of lessons that reflect the universal needs of all children and young people, including those with specific needs both in our school and community. PSHE education changes regularly for a number of reasons such as legal changes, medical or technological advances. Therefore, it is imperative that all material used to support the progression of the children's knowledge in PSHE education is 'up to date, accurate, unbiased and balanced'.

To strengthen our teaching further from September 2020, The Discovery School has decided to use the PSHE Association programme of study. This programme ensures that we meet all of the statutory guidance from the department for education in their Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Impact

The teaching and learning of PSHE at The Discovery School, is underpinned by the core themes 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'.

Evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

Department of Education. Personal, social, health and economic (PSHE) education: a reflection of impact and effective practice. March 2015

It is expected that our pupils will leave The Discovery School at the end of KS2 with the knowledge, skills and attributes they need to manage their lives both now and in the future. As well as enabling them to stay 'healthy and safe', as they continue their learning journey into KS3.



Physical, Personal, Emotional and Social Development: **RE Curriculum Intent**

At The Discovery School we want all pupils in RE to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our RE curriculum.

By providing a high quality RE curriculum we aim to ensure all pupils;

- know about and understand a range of religious and worldviews,
- express ideas and insights about the nature, significance and impact of religions and worldviews,
- gain and deploy the skills needed to engage seriously with religion and worldviews.

Implementation

At The Discovery School, all pupils participate in weekly RE lessons underpinned by the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills based curriculum which embeds and builds upon prior learning.



We ensure that all pupils have the opportunity to research, describe, analyse, discuss, pose question about, appreciate and appraise a range of religions and worldviews through RE learning and opportunities. Our

emphasis on a broad and balanced curriculum ensures that RE is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

RE learning at KS1 and KS2 is versatile; our children are taught to understand and respect different religions and worldviews through investigation, discussions, stories, arts, poetry, visitors from different faiths and many other methods. Through regular, creative and practical engagement in RE learning, our children develop an understanding and respect for the diversity of people in our world.

RE for everyone

We believe that whether you are religious or not, the skills that are developed through RE learning are vital in creating a well-rounded, resilient, and respectful human. Our school is not a faith school and we endeavour to teach all religions and worldviews in an unbiased environment. We invite visitors of different faith into our school throughout the year so that the children are exposed to a range of people from the local communities who can also offer deeper insight into day-to-day life as member of a specific religion.

We believe that our RE learnings allows children to pose and discuss challenging questions about the meaning and purpose of life, beliefs, right and wrong and what it means to be human. It encourages children to explore their own beliefs. If they are a member of a religion, it allows them to learn about other worldviews and identify similarities to their own beliefs. It develops knowledge and understanding of religious traditions and allows children to reflect on their own experiences.

RE learning supports our school values and the learning of PSHE by building on a child's sense of identity and belonging and develops their respects for others while helping to challenge prejudice. It also prompts pupils to consider their responsibilities to themselves or others, whether it be in their school or the wider community.

'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflect on their own ideas and ways of living.' – Kent Agreed Syllabus 2017

Impact

The teaching and learning of RE at The Discovery School, underpinned by the core skills of describing, discussing, thinking, analysing, questioning and expressing opinions provides all children with vital life skills needed beyond their school years.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a solid understand and respect for a variety of different religions. This will allow them to have developed skills required to continue their learning into KS3.



Communication and the Expressive Arts: **Music Curriculum Intent**

At The Discovery School we want all pupils in music to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our music curriculum.

By providing a high quality music curriculum we aim to provide our children with the opportunities to;

- develop the skills required to listen to and appreciate all forms of music
- become vocalists or musicians who are soloists,
- develop the skills required to play in bands and ensembles
- develop the skills required to create music as writers and composers

Implementation

At The Discovery School, all pupils participate in weekly music lessons underpinned by the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below;



(image from ISM Trust)

We ensure that all pupils have the opportunity to listen, play, perform and compose through regular music learning and opportunities. Our emphasis on a broad and balanced curriculum ensures that music is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Music learning at KS1 and KS2 is practical; our children are taught to understand and appreciate music through listening, singing, playing, performing and composing. Through regular, active and practical engagement in music learning, our children develop musical understanding and fluency.

Music for everyone

We believe that you do not need to be able to read or write music to either teach it effectively or learn it. If music teaching is solely delivered by 'specialist' teachers, it can perpetuate the incorrect assumption that only 'specialists' can teach it. Therefore, our culture at The Discovery School is to create a community of musicians where all staff and pupils have the confidence to participate in teaching and learning.

In order for all staff to deliver our music curriculum confidently, The Discovery School utilises **Charanga Musical School** – an online music programme which reflects the National Curriculum's stated purpose of study for music:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

National Curriculum Music (2014)

Based on a holistic approach, **Charanga Musical School** ensures that 'the related skills of playing, singing, listening and creating music are introduced and revisited throughout the primary phase, resulting in deeper and richer musical outcomes.' See Appendix 1 (Long term plan, skills progression - including vocabulary)

Impact

The teaching and learning of music at The Discovery School, underpinned by the core practical skills of listening, singing, playing, performing and composing, provides all children with their entitlement to a guaranteed ten years of musical learning.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a passion for music and the musical skills required to continue their learning into KS3.



Communication and the Expressive Arts: English Curriculum (including Reading and Writing) Intent

English Policy

Intent

At The Discovery School, we strive for excellence in English achievement throughout the school. We develop children's abilities within a cross curricular programme of Reading, Writing, and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are also lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

The children at The Discovery School:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Are encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their writing.
- Have the opportunity to write for pleasure; to explore and develop their ideas.

At The Discovery School, we:

- provide a language rich environment that promotes a culture of reading and writing
- instil in pupils a love of books and high-quality literature that will not only support their learning across the curriculum but will also extend beyond the classroom environment and enrich their lives
- explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts
- teach children the craft of writing in order to develop the confidence and skills to write well for a range of purposes and audiences
- teach the basics – spelling, grammar, handwriting and punctuation – well, so children have all the necessary tools
- foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
- value and celebrate diversity in culture and language.

Most importantly, we want to give children the opportunity to develop all the skills of language which are essential to participating fully as a member of society. We want our children to feel inspired, have their views and opinions valued and come away from The Discovery School with a love for English.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012).

The Statutory Framework for **Early Years Foundation Stage** aims to ensure that all children:

- Listen attentively in a range of situations. They listen to stories and respond to what they hear with relevant comments, questions or actions. They also listen to other children.
- Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events. They develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which may be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

From Year 1 to Year 6, **The National Curriculum** for English (2014) aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Planning and Organisation

Planning is linked directly to the Programmes of Study of National Curriculum 2014 in KS1 and KS2. These are reading comprehension, word reading (phonics), writing comprehension, spelling, vocab and grammar and spoken language. For Reception planning is linked to the EYFS Statutory Framework which includes communication and language and literacy.

At The Discovery School our planning and teaching is based on the principles of Pie Corbett's 'Talk for Writing' so each year-group plan and teach our English lessons based on a focus text or book. Every class has their focus text or book displayed on their classroom door. These are linked to our topics and progressed throughout the year. This allows our children to learn a range of fiction or non-fiction literature and use this as a cross-curricular link to all areas of learning. Throughout the year we make sure year groups are using literature which is progressive and not repeated unless necessary. Planning starts with a medium term plan which include topic focus and ideas. Weekly planning then outlines each lesson in more detail including opportunities for support and differentiation.

In every year group English is planned and taught on a daily basis. In EYFS and KS1 the children also have Phonics on a daily basis. This learning time may include whole class teaching, group work or a carousel of activities with differentiated focus groups. At The Discovery School we like to follow a creative curriculum so we plan and organise a range of 'Truffle Moments' which are memorable experiences, to inspire and engage children into their English learning.

We recognise the importance of Computing/Technology in developing English skills. Children are given lots of opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the 'end product' of a writing task; for example, in Year 6, the children made leaflets about how to survive a natural disaster and then learned how to create an actual leaflet template on Microsoft Publisher. Following this, they filmed short videos to accompany their leaflets using the iPads.

Spoken Language

At The Discovery School, we believe that speaking and listening form the foundations of all learning in English. We understand that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. We strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

The Discovery School do this by:

- Questioning and taking risks with language
- Presenting in-front of an audience
- Reciting and reading aloud
- Re-telling, role-play and drama productions
- Listening to and participating in stories, poems, rhymes and songs
- Drama activities to enliven and enrich children's understanding of character
- Talking the text – opportunities for children to talk about and discuss their reading and writing
- Debating
- Collaborative work and reporting back following group work
- Presentations in class or assemblies.

We believe these support our children to become confident and competent in their spoken language and listening skills. We also believe this gives the children the opportunity to explain, develop and understand their ideas, especially before they write. Through effective communication we support our children and help them with their misconceptions. We understand the importance of discussion and debate.

Phonics

See *Phonics Policy*.

Reading

See *Reading Policy*.

Writing

See *Writing Policy*.

Interventions and Inclusion

At our school we aim for all children to participate in English lessons. Work is differentiated and extra support is in place for children with SEN who have individual targets on an IEP (Individualized Educational Plan) or a 'classroom support plan' for children who need extra support but are not on the SEN register. Provision maps are written by each teacher to ensure extra support and interventions are timetabled.

In order to engage all children; cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different children.

For more information please refer to: *Teaching Learning and Assessment Policy*, *SEND Policy* and *Assessment, Marking and Feedback* policies.

Summative Reading Assessments

- Year 1 take the end of year phonics test in June.
- Children in Year 2 and Year 6 take end of Key Stage national tests which examine a range of reading comprehension skills.
- Teacher assessments are recorded on the assessment system half-termly. This tracks if children are working to/at/exceeding end of year expectations.
- Pupil progress meetings.
- Half-termly moderation within school and frequent external moderation.

Summative Writing Assessments

- Since 2013, final grades at both the end of Key Stage 1 and 2 in writing are teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels.
- Teacher assessments are recorded on the assessment system half-termly. This tracks if children are working to/at/exceeding end of year expectations.
- Pupil progress meetings.

- Half-termly moderation within school and frequent external moderation.

Grammar, Punctuation and Spelling Assessments

- At the end of Key Stage 2, Year 6 children are assessed through national testing.
- Assessed within writing during half-termly writing moderation.
- Teacher assessments are recorded on the assessment system half-termly.
- Pupil progress meetings.

An annual report is given to parents each July which includes information about the curriculum in English and an individual assessment of strengths and areas for development. Parents are informed as to whether their child is working within, below or exceeding expectations for their age and year group. Parent meetings are also held in the Autumn and Spring Terms, giving feedback on progress in English.

Role of the Subject Leaders

(Miss Aiston, Miss Verma and Miss Talbot)

The subject leaders are responsible for maintaining and improving the standards of teaching and learning in English through:

- Monitoring and evaluating English throughout the school.
- Leading moderation of English.
- Provision of English across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent English developments through their own CPD and that of others.
- Monitoring and assessment of English across the whole school.
- Leading 360 Reviews alongside SLT.
- Supporting teachers through team teach coaching sessions.
- Analysing data and creating action plans.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at AE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils

This policy should be read in conjunction with the following school policies:

Reading Policy, Writing Policy, Phonics Policy, Teaching Learning and Assessment Policy, SEN Policy and Assessment and Feedback Policy



Communication and the Expressive Arts: English Curriculum (including Reading and Writing) Intent

Writing Policy

Intent

At The Discovery School we aim to foster a love of writing as soon as children begin their primary education. This is achieved through many different teaching and learning strategies.

Writing is one of the primary forms of communication and it allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared.

We believe when children are given the right environment and stimulus, it is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms. We want our children to see themselves as writers and enjoy writing.

Our aim at The Discovery School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2013). Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions.

At The Discovery School, we promote a high standard of writing. Pupils will leave Year 6:

- With a wide knowledge and experience of reading materials and writing styles in order to develop confidence and control and appreciate and understand the purpose and importance of writing.
- The ability to express themselves effectively through writing and the ability to write for real reasons, different purposes and for a range of audiences.
- The ability to choose the process, content, method, presentation and intended audience for their writing.
- An understanding of the conventions of written Standard English and use accepted adult forms of writing.
- An understanding of the links between the skills of writing, reading, speaking and listening, drama and role play. They will have an awareness of a range of genres.

- The skills to be an independent writer and understand how to use dictionaries, thesauruses, common word books, spell checkers, wall displays and prompts, allowing them to concentrate on the content of their writing.
- Use feedback as a tool to improve their own writing and have an understanding of their areas for development.

Implementation

Planning and Assessment

Every week creative writing opportunities are carefully planned by the Class Teacher as part of their Planning and Preparation time. Teachers use their medium term planning based on skills and their topic/focus text or book to support their planning.

At our school we encourage a Pie Corbett 'Talk for Writing' approach to learning texts. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

We also understand the importance of AfL (Assessment for Learning) and we plan our next steps for writing based on this so we know our children are receiving the teaching and learning based on their abilities/interests. Planning is always differentiated so all children are included and have the opportunity to develop as a writer at their own pace. Writing opportunities are also planned and organised in classroom environments to promote a love for writing. On a regular basis we had external and internal moderation on reading; we either discuss the children's reading skills or use video evidence. We find this helps us as professionals to know we are assessing our children accurately and consistently as a school.

For more information about planning and assessment please see our *English Policy*.

Teaching of Writing

Phonics

Phonics is taught daily in EYFS and Key Stage 1.

Please see *Phonics policy* for more information.

EYFS

We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our reception class children have access to planned whole class or group writing activities but also many opportunities for child initiated writing activities.

In EYFS the children have daily Phonics and Literacy Lessons in which we plan and teach a range of writing skills linked to our Topic or focus book/text. We plan and offer the children a range of writing opportunities in their child-initiated time. We plan continuous and enhanced provision which includes a range of resources to support the children's writing skills and develop their interest in communicating through print. Our Early Years environments include and promote a range of print and writing to develop the children's skills and interest. Adult's role in EYFS is to scaffold the children's play and through this we encourage and model writing skills. We model writing through whole class shared writing and group work activities. In this time we demonstrate writing skills to the children and give them the opportunity to develop their own skills. We also understand the importance of independent writing time and we offer our children lots of time to develop their independent writing skills.

The opportunities we plan for EYFS are as follows:

- Opportunities to develop and experience speaking and listening skills
- Experiences that develop fine and gross motor skills through play and mark making activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication.
- Whole class shared text activities
- ICT opportunities on PC's, Ipad and Smartboard.
- A focus literacy session with different activities that teach children early communication language and literacy skills.
- A daily phonics session which provides opportunity for children to practise writing in print.
- Literacy integrated throughout the Early Years curriculum.
- We use Tales Toolkit as a resource to develop children's understanding of story structure and for them to make up their own imaginative stories.

Key Stage One

Clear assessments from the early years teachers allow for a smooth transition into key stage one where children continue to develop their love of writing.

In KS1 the children have daily Phonics and Literacy lessons in which we plan and teach a range of writing skills linked to our Topic or focus book/text. This is planned and taught through whole class teaching, group work or independent work.

In KS1, the children have:

- Explicitly taught and planned English sessions following the guidance and objectives of the statutory English curriculum.
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing examples.
- Opportunities for children to write for and share their writing with different audiences.
- Songs, rhymes and games to develop English skills.
- Spelling and grammar work building on and deepening key skills across different year groups. In Year One there is a focus on phonics which then develops into spelling rules and strategies by the end of Year Two.

- Text level work using a range of genres and texts which will develop comprehension skills and understanding and enjoyment of books, helping to promote a love of writing.
- ICT work that complements and supports work in English, helping children to develop skills learnt through quality first teaching.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication. Where possible using examples of the cursive handwriting style.

Key Stage Two

In KS2, the children have:

- Explicitly taught and planned sessions, following the guidance and objectives of the statutory English curriculum.
- Experience of a wide range of genres used in reading and writing.
- Grammar, spelling and punctuation work led by quality texts to develop grammatical awareness and key punctuation skills building on and deepening key skills across different year groups.
- Text level work reading a range of genres to develop comprehension skills and support writing. Also making cross curricular links where possible to help promote sustained composition.
- Spelling and grammar games and activities taught discretely through lesson time.
- Extended independent writing opportunities to apply the skills learnt when writing within different genres. Also, the opportunity for children to draft, edit and refine their own work alongside that of others.
- Immersion in a print rich environment that promotes a reading culture. Where possible this should be linked to the cursive style used in school.
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing takes place in the classroom.
- Opportunities for children to write for and share their writing with different audiences.
- ICT work that complements and supports work in literacy, helping children to develop skills learnt through quality first teaching.

Spelling, Punctuation and Grammar

At the Discovery School we understand that the foundations in spelling must be put in place from an early age. Therefore, in EYFS and KS1 the focus is on phonics and the children are immersed in the world of phonics (linking to their reading) as soon as they begin their education with us. The children in Years 1 and 2 also learn the common exception word list from their year groups. As children move towards the end of KS1, the focus changes from phonics to the learning of spelling rules and strategies. Within Year 2 children are also beginning to learn words from the National Curriculum word list. Within KS2, we follow the National Curriculum and teach spelling in a weekly lesson. Children may receive weekly spelling lists or individualised spelling lists to learn at home. Spelling is important to all children and it is essential that they are given every opportunity to embed key spelling rules so that they are then able to apply them to their own writing.

Within the National Curriculum, grammar and punctuation is a key focus and as such we teach grammar as an explicit part of the curriculum. It is essential that children are taught to use the correct vocabulary from an early age and all teachers model the use of this when they teach grammar. We teach grammar throughout

English lessons and also in discrete sessions throughout the week. This varies by year group as to what is appropriate for the children.

Handwriting

At The Discovery School we take great pride in the presentation of all our work. Within English we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible fluent and legible handwriting style empowers children to write with confidence and creativity. Handwriting is taught explicitly in Reception and Key Stage 1; across Key Stage 2 teachers revisit this learning and provide opportunities to keep improving their handwriting. Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel a pride in their sense of achievement. We feel that fluent and cursive handwriting should be learnt as early as possible.

At our school we use the programme 'Letter-Join' to plan and teach handwriting in EYFS and KS1. In EYFS we use print to teach the children how to form the letters of the alphabet. From KS1 onwards we use precursive writing leading into cursive in KS2.

At The Discovery School we want our children to:

- Develop their fine motor skills.
- Understand the importance of correct posture and paper position whether right or left-handed.
- Hold and use a pen/pencil effectively.
- Learn how to start and finish letters correctly.
- Form letters of consistent size and shape.
- Use and understand the language of writing and how to use the correct terminology.
- Use regular spaces between words.
- Form upper and lowercase letters correctly.
- Join letters correctly.
- Be able to write legibly in both joined and printed styles.
- Be able to use different styles of writing for different purposes.
- Understand the importance of neat and clear presentation, in order to communicate meaning effectively.
- Develop greater control and fluency as they become increasingly confident.

Teaching staff throughout the school are expected to model accurate handwriting in their own writing, on boards, in books and through displays and lettering, ensuring it is suited to the age ability.

Mighty Writer

In The Discovery School we bought into the programme 'Mighty Writer' to support and developed our children's writing skills. We believe this resource helps our children to become independent, confident and capable writers through the use of a visual aid. Mighty Writer allows pupils of all abilities to engage in complex literacy skills and develop a love for story telling/writing. This resource makes our pupils enthusiastic towards writing. This resource is used across EYFS and KS1.

For more information please visit their website: <https://www.mightywriter.co.uk/>

Displays

In our school we promote the use of 'working walls' for subjects. Each classroom (where appropriate) will display their current English learning. We believe working walls are a practical and invaluable tool to support children's learning and we teach them how to use them as a tool to develop their work independently before asking for support. In our classrooms, we also understand the importance of displaying achievements and promoting language. Therefore, in each classroom and on the displays across the school, we display work from the children. As a school, we understand the importance of differentiation and inclusion, so we make sure our displays promote a wide range of abilities and skills.

Parental Engagement

At our school we like to involve parents in our children's learning journey. Teachers plan for parents to come into our schools to promote a love for writing. Here are some examples:

- We have class assemblies for children to present and celebrate their achievements. This will often include English work.
- Parents come into school to see and celebrate their child's learning.
- Setting writing home challenges for the children to complete at home.

Encouraging Pleasure of Writing

Many exciting and rewarding activities are arranged in school to promote the pleasure of and variety writing. Some examples are as follows:

- 'Truffle Moments' to inspire new topics which can be based on a particular book or text and a range of writing activities are planned through this.
- Drama and role play to inspire ideas.
- World Book Day activities.
- Author visits and opportunities to learn a range of writing styles.
- Promoting a range and variety of writing through displays.
- Pie Corbett's story mapping. We believe story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots.

Rewarding Writing

At our school we believe it is important to promote and celebrate our children's writing through our displays. Every week we also hold a 'Celebration Assembly' where children's work is celebrated and rewarded.

As a whole school we also use a house point reward system and in EYFS we use a 'Weather Reward Chart' to encourage, reward and support children's learning. On a weekly basis each class also picks a 'Star of The Week' to celebrate a child's success.

Writing across the Curriculum

At The Discovery School, we encourage creative writing opportunities throughout our English and topic planning. We link our writing activities to our current topic and give children opportunities to express and communicate their ideas, thoughts and emotions through writing. Each year we include our focus books or text in our long-term planning and from this we plan a range of cross-curricular writing activities or opportunities. We want to give our children a range of exciting and engaging writing experiences. We love to encourage creativity through writing.

Here are a few examples of activities we might do to inspire writing across the curriculum:

- Story board templates or structures
- Posters
- Post Cards
- Newspaper articles
- Drama or Roleplay
- Photo or illustration prompts
- Music
- Quotes to encourage creative writing

Impact

At The Discovery School, all our children will leave our school with the skills to express themselves clearly and confidently in their writing. This is an essential skill which they will carry with them throughout their lives. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

This policy should be read in conjunction with the following school policies:

- *English Policy*
- *Phonics Policy*
- *SEND Policy*



Communication and the Expressive Arts: English Curriculum (including Reading and Writing) Intent

Reading Policy

Intent

At The Discovery School, we understand the important role reading plays in the lives of our pupils and how it can impact on all other areas of the curriculum. We believe that reading feeds pupils' imagination and opens a treasure-house of wonder and joy for curious young minds. It is therefore our aim that, by the end of their primary education, all pupils at our school are able to read fluently and with confidence, in all subjects and be able to read a range of genres. We aim to foster a love of reading and we encourage children to read a wide range of books both at school and at home. We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This may happen in the English lessons or across the curriculum.

At The Discovery School, we promote a high standard of reading. Pupils will leave Year 6:

- Being able to read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text.
- Are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Implementation

Every week reading opportunities are carefully planned by the Class Teacher as part of their Planning and Preparation time. Teachers use their medium-term planning, based on skills and their topic/focus text or book, to support their planning. At our school we encourage a Pie Corbett 'Talk for Writing' approach to learning texts. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: '*imitation*' (where pupils learn and internalise texts, to identify transferrable ideas and structures), '*innovation*' (where pupils use these ideas and structures to co-construct new versions with their teachers), and '*invention*' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

Every week, Phonics, Guided Reading and Reading lessons are carefully planned by the class teachers. Teachers plan using a planning template (see Appendix 2) and use these as a formative assessment tool for future planning. Each week all classes take part in whole class or group activities based on reading. Sometimes these lessons will involve whole class teaching, adult led activities, or independent activities. Planning is always differentiated so all children are included and have the opportunity to develop as a reader at their own pace.

We also understand the importance of AfL (Assessment for Learning) and we plan our next steps for reading based on this so we know our children are receiving the teaching and learning based on their abilities/interests. Planning is always differentiated so all children are included and have the opportunity to develop as a reader at their own pace. Reading opportunities are also planned and organised in classroom environments to promote a love for reading. On a regular basis we have external and internal moderation on reading; we either discuss the children's reading skills or use video evidence. We find this helps us as professionals to know we are assessing our children accurately and consistently as a school.

For more information about planning and assessment please see our *English Policy*.

Teaching of Reading

Whole class reading

Children are given opportunities to listen to, read, and comment on, books and stories during whole class sessions. This is teacher led and the children interact and respond to differentiated questions, often during English lessons but also across the curriculum. Most classes use shared texts to base their English work around.

Shared reading

During English lessons the children are given a variety of text types as a stimulus for writing. The teacher and children share the text and the teacher models as an expert reader, drawing out the key elements of the content.

Phonics

Phonics is taught daily in EYFS and Key Stage 1 and discretely through continuous and enhanced provision. Please see *Phonics Policy* for more information.

Guided Reading

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. Each group has the opportunity to work with an adult twice a week. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading sets of books, which are located in the library. In our guided reading sessions we ensure the children are reading fiction and non-fiction texts. In our guided reading sessions we include a differentiated carousel of activities,

some of which are adult led and some independent. For example, these may be comprehension tasks, phonics games or tasks relating to texts already read.

Teacher led Guided Reading groups focus on these key skills for reading:

- Literal skills (answers can be directly lifted from the text).
- Deductive skills (the text does not directly give the answer but we can work things out from the information given).
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences).
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...).

Reading Schemes

We have made significant investment in a variety of reading schemes to encourage the children to access a range of texts suited to their own personal interests, whilst also extending their reading ability and confidence. The scheme we mainly follow is 'Collins Big Cat' Individual Reading Scheme, but also supplements with additional books from other schemes (Oxford Reading Tree, Rigby Star and Project X) in order to ensure any areas of weakness within the scheme are catered for. All Individual Reading Scheme books are kept in levelled colour coded boxes in our library. We have decodable and non-decodable books which link to the Letters and Sounds phonics scheme which we follow (See *Phonics Policy*). We believe having a consistent reading scheme supports us to assess the children's reading abilities and enable them to progress and show evidence of progression through the book levels. Our guided reading books match up to the organisation in which reading skills are taught in our phonics lessons. At our school we understand the importance of inclusion and differentiation, so we ensure we have a range of books which suit the needs of children with SEN or children who are reluctant readers.

As a school we subscribe to Collins Big Cat EBooks, a whole-school phonically based online reading scheme with interactive activities that hooks children into a lifelong love of reading through stunning and familiar books.

In addition to Collins Big Cat EBooks, we also subscribe to Reading Eggs for KS1 children. Reading Eggs covers five components of reading: phonemic awareness, phonics, vocabulary, reading comprehension and fluency. The programme covers one to one lessons which match each individual child's ability. It includes fun characters, animations and songs which can all be accessed from home.

In Upper KS2 (Years 5 and 6) we use the 'Reading Plus' programme. Reading Plus is an online platform for children to use in school and at home. The programme assesses the children's reading fluency and comprehension, then tailors the texts, reading speed and questioning to the individual.

EYFS

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and Phases 1, 2 and 3 of letters and sounds. To try and develop parental awareness of our approach to reading, we offer a

'Reading Workshop' at the beginning of the year where parents are taught how to read and understand how reading is promoted and taught to their child. Within Foundation Stage, there are dedicated reading areas both with indoors and outdoors provision that promote the love of reading. The use of sound buttons to record key questions to support building the language and comprehension plays a key part within. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been shared.

In EYFS, the children will take part in a guided reading group at least once a week. During this session, the children will have books focussed on their differentiated phonics knowledge and ability. The children will be questioned throughout their guided reading session, so that their comprehension can be assessed. During their 'Child Initiated Time', children will have the opportunity to read 1:1 with an adult and have other reading enhancements available in the continuous provision.

Key Stage 1

Building on the Foundation Stage provision, there are dedicated reading areas within Year 1 and Year 2, where children have the opportunity to read and act out stories, using the costumes and items provided linked to the topic or theme. There is a wealth of literature to enhance displays and provision areas.

In KS1 guided reading is taught every day. The children take part in a carousel of reading activities, two of which are reading a text chosen by the class teacher to teach and develop a specific reading learning intention. These reading groups are led by either the Class Teacher or Teaching Assistant. The other groups are given appropriate reading tasks which they can complete independently. These activities are also differentiated to suit the learning ability of the group.

Key Stage 2

In KS2 guided reading is taught at least three times a week. The children may take part in a carousel of reading activities, two of which are supported by either the Class Teacher or Teaching Assistant. They may also be taking part in whole class guided reading sessions; this will be decided by the teacher, as to what is appropriate at the time. Texts are chosen to match the children's abilities and current topic learning. Children are taught a wide range of skills to cover the reading content domains. The Reading Plus programme is used to enhance guided reading sessions in Years 5 and 6.

D.E.A.R

D.E.A.R (Drop Everything and Read) is a whole class story time, which takes place in Foundation Stage, Key Stage 1 and Key Stage 2. Age-appropriate texts, linked to the children's interests and topics, are carefully selected to be read to the children. This is a quiet time where all children and staff within the class sit and enjoy a story read by the Class Teacher. In these sessions teachers ask appropriate questions which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. At The Discovery

School, we are passionate about promoting rich vocabulary, which enables the children to successful, articulate communicators.

Independent Reading Time

Across the school we offer many opportunities for the children to access reading independently. Each class has an exciting and engaging book corner, which encourage children to categorise, care for and review books, as well as providing a 'reading for pleasure'. The children also have many opportunities to visit our high-quality, non-fiction, reference library.

Our Library

At The Discovery School, our library is a non-fiction, reference library in which children can pick books linked to their topics and interests. Our library is also a place where research sessions can be held to enhance the children's topic learning. Our library also houses our guided reading texts, which can be accessed by Class Teachers and children.

Displays

In our school we promote the use of 'working walls' for subjects. Each classroom (where appropriate) has their own Phonics, Spelling, Punctuation and Grammar and English working wall. We believe working walls are a practical and invaluable tool to support children's learning and we teach them how to use them as a tool to develop their work independently before asking for support. In our classrooms we also understand the importance of displaying achievements and promoting language. Therefore, in each classroom we also display work by children on our 'Proud Walls' or in 'Proud Books' and on the displays across the school. As a school we understand the importance of differentiation and inclusion, so we ensure our displays to promote a wide range of abilities and skills. For reading, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. Every classroom across our school has a display dedicated to promoting or rewarding reading.

Book Corners

At our school each classroom has an inviting, comfortable book corner. Our book corners are a place where children can explore their love of reading and teachers can share their own love of reading. They are used during various lessons throughout the day, particularly within guided reading and they have many opportunities to access them throughout the day. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within each reading environment children have access to various age appropriate question stems linked to the content domains that support with developing their reading.

When planning and organising our book corners we ensure that they include a range of books which link to the children's interests and skills. We ensure that across the school the reading opportunities we give the children are progressive in their skills and challenge/support their reading abilities (See Appendix 1).

In The Discovery School we enable the children to understand their reading skills and develop independence when self-selecting books from their book corners. We do this by using different labelling systems (Appendix 1). In EYFS and KS1 we use a wizard hat for fiction and a magnifying glass for non-fiction books. In KS1 the books are categorised by key authors, phonetic books and challenging reads. In KS2 books are organised alphabetically by author and include a star system for level of challenge (1 star, 2 stars, 3 stars). We find this allows the children to understand their levels and challenge themselves to develop their skills. For reluctant readers or children with SEN we offer a wide range of books which include age appropriate content but the text suits their reading ability. These are from our Big Cat Guided Reading Scheme.

Story Time

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

Parental Engagement

At our school we like to involve the parents in our children's learning journey. Teachers plan for parents to come into our schools to promote a love for reading. Here are some examples:

- We have class assemblies for children to present and celebrate their achievements. This will often include English work.
- Parents come into school to read with their child.
- Parents come into school to see and celebrate their child's learning.
- Setting writing home challenges for the children to complete at home.

Encouraging Pleasure of Reading

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. Some examples are as follows:

- 'Truffle Moments' to inspire new topics which can be based on a particular book or text.
- World Book Day
- Author visits
- Frequent Book Fairs
- Lunch time book clubs in the library
- Have fun book displays around the school to display new or popular authors or reading competitions.
- Our D.E.A.R time
- Pie Corbett's story mapping. We believe story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Reading for pleasure must begin at home and we firmly believe that children will become more confident readers if they read daily at home. Our expectations are as follows:

- All children read five times a week at home through either home readers or EBooks.
- Reading diaries are signed by a parent/carer.
- Reading diaries are then checked by Class Teachers and Teaching Assistants.
- Children in Years 5 and 6 use Reading Plus at least once, at home.

We believe in showing our children how important reading is, which means that parents/carers need to be involved also. We expect children to be able to share books and stories with someone at home and for parents/carers to share their favourite stories with their children. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

In EYFS and Key Stage 1, we ensure our home reading scheme works alongside our Phonics teaching. Therefore, the books we assign link to the abilities of the children and enable them to succeed and progress with their reading. In Key Stage 2, children are encouraged to choose books from our class book corners, using the star system.

EBooks

At our school we supply the parents and children with a range of EBooks. We have the 'Bug Club', 'Big Cat' EBook programmes which are used across the whole school. Class teachers allocate the books and assess the children before they move onto the next stage. Please see our 'Bug Club Parent Presentation' for more information or watch: <https://youtu.be/9wkrwS54p1A> for more information on 'Big Cat EBooks'.

Children also have access to 'Reading Eggs', which is an online reading programme accessible from home and school. The children have one to one lessons which match their individual ability where five main areas of reading are covered: phonetic awareness, phonics, vocabulary, reading comprehension and fluency.

Rewarding Reading

Across the school every class has their own reading reward system to encourage and engage children with their reading. This may be a reading chart or ladder and when the child reaches a certain level they receive a reward.

As a whole school we also use a house point reward system and in EYFS we use a 'Weather Reward Chart' to encourage, reward and support children's learning. On a weekly basis each class also picks a 'Star of The Week' to celebrate a child's success.

Reading across the Curriculum

At The Discovery School, we use reading throughout our English and topic planning. We link our English books to our current topic and use books to enhance our writing. Each year we include our focus books in

our long term planning and from this we plan a range of cross-curricular links for learning. We also use books as an important research tool for our topic lessons which we find in our reference library.

Impact

At The Discovery School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

This policy should be read in conjunction with the following school policies:

- *English Policy*
- *Phonics Policy*
- *SEN Policy*



Communication and the Expressive Arts: **Phonics Intent**

At The Discovery School we believe that learning to read and establishing a love of books is an essential part of being a literacy learner. Therefore we value the importance phonics has in the development of early reading and early writing. We aim to deliver high quality, phonics lessons within Early Years Foundation Stage and Key Stage One and also phonics in Key Stage Two to support children where necessary in reading and writing.

Implementation

The organisation of Phonics teaching across The Discovery School varies with each Year group. Approaches to teaching phonics are reviewed and refreshed regularly in order to follow the needs of each cohort and class of children. However our objectives remain the same:

- To have timetabled phonics lessons in Foundation Stage and Year One.
- For phonics lessons to follow the DfES 'Letters and Sounds,' publication but be supported through other high quality phonic schemes (e.g. Jolly Phonics and Phonics Play).
- To assess regularly and group children for their appropriate phase of learning.
- To develop a good knowledge of phonemes and graphemes.
- To be able to blend phonemes to decode (read) a word.
- To be able to segment and blend to be able to spell a word.
- To be able to transfer the skills from phonics into everyday learning.
- To be confident with segmenting and blending pseudo (alien / made up) words in preparation for the statutory Year One phonics screen.

The teaching of phonics will take place regularly in Foundation Stage and Key Stage One, it will either be taught in discrete phonics sessions or form part of other literacy based teaching activities such as guided reading or writing. Phonics teaching will follow the recommended structure of: 'Revisit, Teach, Practise and Apply,' from the DfES 'Letters and Sounds'. Sessions maybe taught by either Class Teachers or Teaching Assistants. However, planning for groups of learners will be done by Class Teachers or the Phonics Lead.

Assessment

The teaching and learning of Phonics will be assessed in the following ways:

- With Class Teachers or Teaching Assistants working 1:1 with a child to hear them say a sound in response to grapheme flashcards.
- With Class Teachers or Teaching Assistants working 1:1 with a child to hear them say a sound in response to pre prepared screening materials.
- Through 1:1 reading of school reading scheme or staged guided reading texts.
- Through observations and records of children's responses both written and verbal during phonics sessions.

Class Teachers regularly complete a phonics tracker based on the above information. This will show the progress of the whole class over time and also document how children fit into different vulnerable groups.

The impact of the teaching and learning of phonics will also be reflected in Reading and SPaG results across phases. Trackers will be reviewed regularly by the Phonics Lead.

The Statutory Phonics Screening will be administered to children in Year One in accordance with published guidelines. Any exemptions to the screening will be authorised by the Head Teacher. Children will practise in the style of the screening regularly throughout the Year. Results will be available to Senior Leaders, the Local Authority, Parents and Governors. Children who do not achieve the published pass mark in Year One will retake the screening at the end of Year Two.

Monitoring

The Subject Leader will monitor the teaching and Learning of Phonics in the following ways:

- Data analysis (class trackers and screening scores)
- Lesson observations
- Intervention observations
- Observation of pupil responses both written and verbal
- Staff interviews
- Planning scrutiny
- Preparation of planning and resources
- Interviews and monitoring meetings with SLT

Impact

The teaching and learning of Phonics at The Discovery School, underpinned by the core skills of listening, speaking, reading and writing, provides all children with a solid foundation for their future love of reading and writing.

It is expected that when children leave The Discovery School at the end of KS2 that they can read and write fluently and are ready to access the next level of their learning in KS3 confidently.



Mathematics and Technology: Design and Technology Curriculum Intent

At The Discovery School we want all pupils in design and technology to:

- have accessibility to all parts of a clearly structured, progressive curriculum that builds on prior learning
- be inquisitive learners with a desire and the opportunity to explore new things
- be creative thinkers and problem solvers
- have the confidence to experiment with unfamiliar technology
- enjoy learning new skills
- acquire transferable life skills
- work collaboratively with others
- be brave, ambitious and resilient
- to have a knowledge of the history of the subject

These statements underpin the intention of our design and technology curriculum.

By providing a variety of inspiring, high quality creative and practical activities in our design and technology curriculum, we aim to provide our children with the opportunities to:

- develop the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.
- introduce computing and coding of products in KS2.
- research key events and individual designers in KS2.

Implementation

At The Discovery School, all pupils participate in weekly or blocked design and technology lessons underpinned by the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills-based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below;



We ensure that all pupils have the opportunity to design, make and evaluate through termly design and technology learning and opportunities. Our emphasis on a broad and balanced curriculum ensures that design and technology is valued as a subject and not side-lined in favour of an exclusive focus on core subjects such as English and maths.

Design and technology learning at KS1 and KS2 is practical; our children are prepared to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative thinkers and problem solvers individually and as part of a team. It enables them to identify needs and to respond to them by developing a range of ideas and by making products and systems. The children are encouraged to experiment with different materials, joining techniques, strengthening methods and decorative styles. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impact.

Design and Technology for everyone

Our design and technology curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best that they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression set out in progression grids. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

All teaching of design and technology will follow the design, make and evaluate cycle. Each stage is rooted in technical knowledge. The design process is rooted in real life, relevant contexts to give meaning to learning. While designing and making, children will be given choice and a range of tools and construction materials to choose freely from. To evaluate, children will evaluate their own and other products against a design criteria. Each of these steps is rooted in technical knowledge and vocabulary. Design and technology is taught to a high standard, where each of the stages should be given equal weight. All providers of design and technology within the school will be given the necessary training to enable them to do this.

The key skills we teach the children are:

- sewing and textiles
- electrical and mechanical components
- using materials
- cooking and nutrition

Design and technology is an inspiring, rigorous and practical subject. Using creativity and

imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. National Curriculum Design & Technology (2014)

See Appendix 1 (Long term plan, skills progression - including vocabulary)

Impact

The teaching and learning of design and technology at The Discovery School, underpinned by the core practical skills of designing, making and evaluating enables the children to acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art whilst learning how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a passion for design and technology and the relevant skills required to continue their learning into KS3.



Communication and the Expressive Arts: **Modern Foreign Languages (MFL) Curriculum Intent**

At The Discovery School we want all pupils in MFL to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our MFL curriculum.

By providing a high quality MFL curriculum we aim to provide our children with the opportunities to;

- communicate with increasing confidence and fluency in another language
- continually improve the accuracy of their pronunciation and intonation
- develop their understanding of spoken and written language
- develop their knowledge of grammar and broaden their vocabulary
- develop their understanding of another culture

Implementation

At The Discovery School, we have chosen to teach French as our modern foreign language. All KS2 pupils participate in weekly French lessons underpinned by the National Curriculum expectations. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below;



We ensure that all pupils have the opportunity to develop their listening, speaking, reading and writing skills through regular French teaching. Our emphasis on a broad and balanced curriculum ensures that French is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Our French curriculum is progressive in terms of skills, grammar and vocabulary. It builds on the children's prior knowledge and understanding through topics which are relevant to them.

We introduce pupils to French in an enjoyable way and use a variety of interactive activities to cater for different learning styles. Fun stories and games are used to help engage and motivate pupils and songs aid memorisation.

Through actively participating in a balance of listening, speaking, reading and writing activities, our children learn to communicate in French; developing their confidence and fluency. They develop an understanding of the key features and structure of the language and how to apply these.

In order for all staff to deliver our French curriculum confidently, The Discovery School utilises the Primary French programme 'Rigolo' which fully meets the requirements of the National Curriculum Programme of Study for a foreign language. The onscreen 'virtual teacher' is a native French speaker which supports our non-specialist teachers and facilitates our children to develop accurate pronunciation and intonation. Through following the storyline of an English family moving to France, children are able to learn about life in France and develop their intercultural understanding.

We ensure that French teaching and learning is accessible and inclusive to all of our KS2 pupils. Teaching staff are able to adapt comprehensive lesson plans to meet the needs of their class; providing further support where required and effectively extending and challenging pupils. Assessment for learning is also used to support the children's learning and promote their progress.

Impact

The teaching and learning of MFL at The Discovery School, underpinned by the core skills of listening, speaking, reading, writing and understanding another culture, provides all children with a solid foundation for future study.

It is expected that our pupils will leave The Discovery School at the end of KS2 with an interest in learning other languages and the language skills and strategies required to continue their learning into KS3.



Communication and the Expressive Arts: **Art Curriculum Intent**

At The Discovery School we want all pupils in art to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

These statements underpin the intention of our art curriculum.

By providing a high quality art curriculum we aim to provide our children with the opportunities to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

At The Discovery School, all pupils participate in regular art lessons (often on a half termly basis) underpinned by the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below:



We ensure that all pupils have the opportunity to study the work of artists, sculptors, designers and architects. That they can create artwork using a variety of materials and share and evaluate their work. Our emphasis on a broad and balanced curriculum ensures that art is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Art learning at KS1 and KS2 is practical. By the end of each key stage, pupils are expected to know, apply and understand the skills and processes of art, as well as have a broad knowledge of artists. Our children are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

The National Curriculum for art

Key stage 1 pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

We teach a skills-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work. This involves studying existing pieces of art and artists, will use taught skills to produce artworks of their own, which may then be developed further and collected within their art sketch book. Photographs of larger, group or 3D pieces are also kept within this book.

Impact

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

(National Curriculum for Art 2014)

The teaching and learning of art at The Discovery School, will enable our pupils to leave The Discovery School at the end of KS2 with a knowledge of great artists, a passion for art and the artistic skills required to continue their learning into KS3.

and opportunities. Our emphasis on a broad and balanced curriculum ensures that history is valued as a subject.

History learning at KS1 and KS2 is investigative; children learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Children should be taught about changes with in living memory as well as develop a chronologically secure knowledge and understanding of British, local and world history.

History for everyone

Teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Children are taught about: the lives of significant individuals in the past, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements, changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, local history, an aspect or theme in British history i.e. World War II, the achievements of the earliest civilizations with The Mayan Civilisation and Ancient Greeks.

The Discovery School children develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage 2, the children continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They identify connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Impact

The teaching and learning of history at The Discovery School, underpinned by the core investigative skills of: questioning, comparing, exploring and identifying context, provides all children with their entitlement to a guaranteed ten years of historical enrichment.

It is expected that our pupils will leave The Discovery School, at the end of KS2, with a balanced and enquiring approach to the past and how it can influence the future with the skills required to continue their learning into KS3.

curriculum ensures that geography is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Geography in KS1 and KS2 adopts a creative approach to learning. Cross curricular outcomes are specifically planned for so that the children are able to make strong links throughout their learning journey. At the start of each topic the children complete a 'Knowledge Harvest'. This allows pupils to share what they already know on a topic, as well as what they would like to find out. This then informs planning and also ensures that lessons are relevant, taking into account children's different starting points. Through the use of practical and supportive resources, children's individual needs are met and all children achieve.

Geography, an investigative subject by nature, is taught in a way to provoke thinking, and questioning, consequently encouraging children to discover answers to their own questions. This is often through exploration and research, enabling them to gain a greater understanding and knowledge of the world and their place in it.

The school grounds and local area are fully utilised to achieve the desired outcomes for geography, with extensive opportunities for learning outside the classroom embedded in practice. These practical, first-hand experiences, enhance the teaching and learning of geography and fosters children's interest and curiosity about the world around them.

Impact

Teaching and learning of geography at The Discovery School is underpinned by the core skills of; map and image work, fieldwork including compass skills and accurate use of key directional and locational language.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a desire to learn about the world around them and be confident in the skills required to prepare them to become competent geographers in secondary education.

Science learning at KS1 and KS2 encourages children to be inquisitive about the world, nurtures their innate curiosity and enables them to develop a range of skills that are useful across their learning. Collaborative and independent learning is encouraged and pupils are given the opportunity to explore, perform investigative practical work and solve problems.

Science for everyone

At The Discovery School we ensure that all children have a positive experience of science throughout their primary education. Our science curriculum is creative and inclusive for all children to access, ensuring they leave primary school with a rounded scientific mind. In order for all of our staff to deliver our science curriculum confidently staff follow a comprehensive progression of skills document. This follows The National Curriculum and The Kent Science Scheme and directs staff with investigations and questions which are used within a classroom environment.

Impact

The teaching and learning of science at The Discovery School is underpinned by the enjoyment and interest in science whilst developing pupils' understanding of key scientific concepts and scientific skills.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a passion for science and will be equipped to further development their scientific mind into KS3 and beyond.



Mathematics and Technology: Maths Curriculum Intent

At The Discovery School we want all pupils in maths to:

- be creative, inquisitive and have an opportunity to explore and try new things
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- get along with and collaborate with others
- be brave, ambitious and resilient

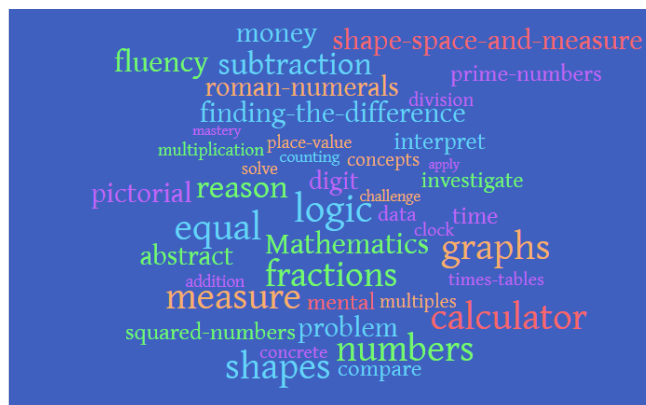
These statements underpin the intention of our maths curriculum.

By providing a high quality maths curriculum we aim to provide our children with opportunities to develop:

- positive attitudes towards the subject and awareness of the relevance of mathematics in the real world
- competence and confidence in using and applying mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and motivation to work both independently and in cooperation with others
- confident communication of mathematics where pupils ask and answer questions, openly share work and learn from mistakes
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and investigation

Implementation

At The Discovery School, all pupils participate in daily maths lessons underpinned by Development Matters and the Early Learning Goals in EYFS and the National Curriculum expectations for pupils in KS1 and KS2. We implement a progressive skills based curriculum which embeds and builds upon prior learning. These skills are represented in the word cloud below;



(image from ISM Trust)

New concepts are introduced using the concrete, pictorial and abstract (CPA) approach to ensure our pupils develop a deep, sustainable understanding of maths. Children are taught through clear modelling and resources are readily available to assist with conceptual understanding. White Rose materials are used and adapted to support the planning and delivery of lessons, alongside our calculation policy and a range of other resources.

Every day children receive a fifteen-minute maths session called 'Fluency 15.' This enables the children to continually practise key skills, giving them the ability to recall and apply knowledge rapidly and accurately.

EYFS teachers ensure that the children learn through a mixture of adult led activities and pupil initiated activities both inside and outside of the classroom. Mathematics is taught through an integrated approach.

Throughout the school, at the start of each topic key vocabulary is shared with children and clearly displayed on the class working wall. It is regularly revisited to develop language acquisition, embedding it as the topic progresses.

At the Discovery School, we ensure that fluency, reasoning and problem solving opportunities are built into every lesson. Children are regularly given opportunities to use mathematics in meaningful, real life contexts. Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply mathematics across other subject areas.

Lessons are interactive and exciting to engage pupils at all times through a range of practical activities and games. We promote mathematical discussion during lessons and the children have opportunities to work individually, in pairs and in groups.

Maths is for everyone

We ensure that mathematical teaching and learning is accessible and inclusive to all pupils. Children can acquire, apply or deepen a skill within a lesson and are encouraged to work through at their own pace. We provide further support where required using interventions such as Maths Whizz and boosters with an 'everybody can' culture viewed throughout our school. We also effectively extend and challenge the children by ensuring that those who have demonstrated a deep understanding are presented with greater depth tasks. These are intended to broaden the children's understanding and encourage them to apply a range of skills at once to develop their mathematical thinking. Assessment for learning is used to support the children's learning and promote their progress. This occurs daily and is used to carefully plan future lessons based on a child's prior knowledge.

Impact

The teaching and learning of maths at The Discovery School, underpinned by the core skills of fluency, reasoning and problem solving provides all children with a solid foundation for future study. It is expected that children will leave our school at the end of KS2 with a passion for maths and the mathematical skills required to continue their love of maths learning into KS3. It is hoped that the children will be able to apply these skills beyond their classroom environment and into the wider world.

ensures that computing is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Computing learning at KS1 and KS2 is practical; our children are taught to understand and use varying technology through experimenting, programming, problem-solving and collaborating. Through regular, practical and experimental engagement in computing technologies, our children develop analytical understanding, an ability to problem solve and the confidence to apply their skills within the modern world.

Computing for everyone

We believe that you do not need to be digitally-minded to be able to teach computing effectively or learn it successfully. If computing teaching is solely delivered by 'specialist' teachers, it can allow learners to become passive with modern technology and devices. This may prevent logical thinking and evaluation from learners over time. Therefore, our culture at The Discovery School is to create a community of staff and pupils who have the confidence and enjoyment to participate in the teaching and learning of computing.

In order for all staff to deliver our computing curriculum confidently, The Discovery School utilises a range of digital technologies, including but not limited to: iPads and tablets, laptop computers, robotic devices and recording software. All of which, reflect the National Curriculum's stated purpose of study for computing:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum Computing (2014)

Impact

The teaching and learning of computing at The Discovery School, underpinned by the core practical skills of trialling, analysing, problem-solving, experimenting and evaluating provides all children with their entitlement to a guaranteed ten years of computing learning.

It is expected that our pupils will leave The Discovery School at the end of KS2 with a confidence and enjoyment when engaging with the modern digital world and the computing skills required to continue their learning into KS3.

We ensure that all pupils have the opportunity to explore, be inspired, be motivated, be engaged, enjoy and experience cross-curricular learning. Our emphasis on a broad and balanced curriculum ensures that learning about sustainability and outside the classroom is valued as a subject and not side-lined in favour of exclusive focus on core subjects such as English and maths.

Outside the classroom learning at KS1 and KS2 is practical; our children are taught to understand and enjoy all areas of the curriculum in a more relaxed and engaging environment than the classroom alone. Through regular, active and practical engagement in learning outside the classroom, whether that is in the playground, on the field, during Eco-Club, or via Forest School sessions, our children develop independence and a contextual understanding of the world.

Learning Outside the Classroom for everyone

'There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons.' (National Curriculum 2014)

We believe that children learn in different ways, they may be; visual learners, auditory (hearing) learners, reading/writing learners, kinaesthetic (hands-on) learners or a mixture of two or more. To accommodate these different learning styles, we provide a variety of exciting and stimulating lessons inside and outside the classroom across the curriculum.

'Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn. Real-world learning brings the benefits of formal and informal education together and reinforces what good educationalists have always known: that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.' (Anon 2020)

At The Discovery School we not only have the exclusive use of the school field, play grounds, Discovery Walk and allotment area, but also the onsite provision for Forest School sessions and Eco-Club to experience learning outside the classroom. Forest school sessions regularly take place in Discovery Walk by a trained teacher. It is a holistic approach to learning which is inclusive to all children. Through regular sessions of hands-on learning experiences in a natural environment, it enables children to develop physically, emotionally and creatively as well as improve their well-being, self-confidence and self-esteem.

Discovery Walk is a wooded area within the school grounds which provides a class of 30 children invaluable outdoor learning experiences. It is a sustainable outdoor classroom with unlimited learning opportunities for all children, encouraging life-skills such as teamwork, problem-solving and communication outside the classroom environment. The bug hotels, bird and animal homes encourage a variety of flora and fauna which also supports scientific learning as well as inspiration for creative lessons such as art or poetry.

In addition, The Discovery School have an active Eco-Club who learn about sustainability and the local and global environment in association with the nationwide scheme Eco-Schools. There are nine different topics which they focus on. These are; litter, waste, energy, water, biodiversity, school grounds, transport, global citizenship and healthy living. The children regularly audit the school and decide which topic to focus on. They then organise activities and campaigns to raise awareness, actively involve the whole school and ultimately improve the environment.

Another opportunity for an outdoor learning experience is the Discovery School allotment. We have a small orchard area, soft fruits such as strawberries and currants and raised beds for each year group where we use a crop rotation system. Not only can the allotment area be used to learn about sustainability, it can also be used to support curricular learning such as measure and geometry in mathematics. See Appendix 1 (Where LOtC can add value to English and ideas for activities in mathematics).

Impact

The teaching of sustainability and outside learning at The Discovery School, underpinned by the core practical skills of intrinsic motivation, interest and engagement provides all children opportunity to reach their full potential within school as well as raise their aspirations for the future.

It is expected that our pupils will leave The Discovery School at the end of KS2 with key life-skills required to continue their learning into KS3.

References

- Anon, 2020. Why LOtC / Council for Learning Outside the Classroom. [online] Available at: <<https://www.lotc.org.uk/why/>> [Accessed 17 April 2020]
- STEM.org.uk, n.d. Learning Outside the Classroom / STEM. [online] Available at: <<https://www.stem.org.uk/news-and-views/opinions/learning-outside-classroom-0>> [Accessed 17 April 2020]

Appendix 4.



The Reconnecting Curriculum – September 2020

The past 6 months has been both challenging and unsettling for all of our children. As a school we recognise that from September 2020, all children will need time to reconnect with school. The vision for the reconnecting curriculum is to ensure that children get the opportunities to:

- reconnect with school focusing on: wellbeing, relationships, friendships and education
- Access a curriculum which “recovers” and moves them forward with their learning
- Receive a curriculum that continues to be ambitious and challenging for all
- Re-engage and enjoy their learning
- Opportunities for gaps to be narrowed/closed for all and especially our vulnerable children
- spend quality time learning and developing and not being rushed through the curriculum
- have a stronger focus on reading, writing and maths but NOT a narrowed curriculum

Using Maslow’s Hierarchy of Needs as our starting point, we recognise the fundamental importance of children feeling safe so that all children can resume learning successfully.



To ensure that this happens, for the first few weeks in September, we will focus specifically on the wellbeing of all children allowing them the chance to share their experiences and worries of not attending school, Covid19 and the national lockdown which took place. In addition to this, children will spend time learning how to keep themselves and others safe in school.

Following this, using teachers’ summative and formative assessment, children’s gaps will be identified and then planned for accordingly. This is to ensure that children catch up any lost learning from the previous academic year. To allow this to be carried out effectively, and in line with Department of Education (DfE) guidelines, the school curriculum for terms 1 and 2 (September – December) will have a have a stronger focus on reading, writing and maths but will NOT be a narrowed curriculum. Through carefully planned lessons, children will continue to be exposed to the wider curriculum where appropriate. The use of high

quality texts will provide discussion opportunities both in English and enable teachers to make links across the wider curriculum. During terms 1 and 2, children will continue to have discrete lessons of: PE, RE, PSHE and science. This will be reviewed regularly and should this approach need to be continued into term 3, it will be. The full curriculum will be taught from Easter 2021 in line with DfE guidance.

On the following page is the whole school reconnecting curriculum for Wellbeing which was followed for the first two weeks of term 1.



Reconnecting Curriculum: WELLBEING

The last 6 months have been extremely challenging for all of us. Whilst we are keen to ensure that our children fill academic gaps, we must first address their wellbeing to ensure that they are ready to learn. So firstly, let's remind ourselves at the basic principles of maintaining wellbeing and promoting good mental health:



Our Reconnecting Wellbeing curriculum is designed to be implemented intensely in September and then to be addressed throughout the weeks following. Many of the techniques that we will address here will be able to be utilised continuously and be part of our wellbeing toolkits going forward.

This curriculum looks to address the following priorities:

Priority 1: CREATE A SENSE OF SAFETY *Humans do not function properly if they do not feel safe so it is vital for children to feel secure at home and school, even in these anxious times*

Priority 2: SUPPORT EMOTIONAL LITERACY *Helping children to recognise, talk about and manage their feelings and experiences.*

Priority 3: SUPPORT SOCIAL CONNECTEDNESS *Helping children to understand that they are still part of the school / class and their friendship groups so that they feel connected.*

Priority 4: PROMOTING HOPE *Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future. They need to be provided with reassurance and understand that in the long term they will feel positive again.*

Priority 1: CREATE A SENSE OF SAFETY



These activities and approaches are designed to be adapted by teachers according to the age and content of the class and provide a broad framework of coverage and ideas.

Key Message	Approaches	Activities	Wider considerations
<p>Help the children to understand the measures the school will have put in place to ensure everyone is safe.</p>	<ul style="list-style-type: none"> ○ Help the children to understand the ‘new rules’ in school. Children may be worried that they may not know the ‘right’ thing to do or that they may be told off. ○ Develop a list of ways that the school is keeping the children safe. Explore the ‘what’ and ‘why’ of each measure that is put in place. ○ Help to develop self-efficacy (children understanding that they have control over a situation) by developing list of what they can do to keep themselves safe ○ Ensure the children have opportunities to ask questions and that the adults are able to dispel myths about the virus by presenting facts. <p>Make a referral to the SEMH team about any child that you feel is highly anxious about safety post-lockdown so that further resources can be shared.</p>	<p>KS1:</p> <ul style="list-style-type: none"> ○ Establish new class rules – make it clear which ones are about safety ○ Design posters to remind those of the measures in place to stay safe. ○ Play games where children can decide if certain actions will keep us safe – for example show a picture of someone sneezing onto another person – thumbs up/down, sorting games etc. ○ Utilise a question box so that children can ask questions. <p>KS2:</p> <ul style="list-style-type: none"> ○ Design posters to remind those of the measures in place to stay safe. Explore how imagery can support this. Older children can consider active/passive / positive language (e.g. don’t get too close vs stay 2m apart) – which is more effective and why? ○ Write social stories that could be shared with the younger children an example can be found here ○ Write guidelines for visitors to the school so they know the rules to follow. ○ Help the children to explore ordering the safety rules – are some more important / effective than others? 	<p>Be mindful of the language that you use about the virus – try to avoid adding emotional language like ‘bad’ or ‘nasty’ as this can heighten fear and anxiety. The Mental Health Foundation has the following advice.</p> <p>Be honest with them but keep your language simple and matter of fact –see guide from the Child Mind Institute here.</p> <p>Be mindful of any conversations your class may hear about COVID – things that are targeted at adults (like the news) can be unhelpful as children are not ready to process the level of information they provide. Newsround and other child-focused sources may be useful.</p> <p>Don’t be afraid to challenge and explore misconceptions about COVID.</p>

- Utilise a question box so that children can ask questions.

Older children or those that are more capable of critical thinking, could be engaged with questioning activities, such as:

- Was it helpful to watch the news during the pandemic? Did it help us to feel safe?
- Allow older children to explore the difference between acts that keep themselves safe and acts that keep others safe – is there a crossover? Why/how?
- Explore the idea – we are not safe until everyone is safe. Do you believe this is true?

SEND considerations

- Those with attachment difficulties will find the concept of feeling 'safe' particularly challenging. Please speak to Vi (SENCo) for specific approaches. Some further reading can be found [here](#).
- Those with ASD might benefit from social stories that they can keep to remind them of the new rules and routines. Some excellent background information can be found [here](#)
- For those with cognitive difficulties, try accessing resources designed for previous key stage.

Priority 2: SUPPORT EMOTIONAL LITERACY



These activities and approaches are designed to be adapted by teachers according to the age and content of the class and provide a broad framework of coverage and ideas.

Key Message	Approaches	Activities	Wider considerations
Helping children to recognise, talk about and manage their feelings and experiences	<ul style="list-style-type: none"> It is vital that we share and celebrate children's experiences during lockdown whilst being mindful that children may have experienced lockdown in totally different ways. It will be important for us to celebrate their achievements, however small, in order to bolster their self-esteem. Here are some helpful phrases that you could use to acknowledge thoughts and feelings for all children and young people: 'It's ok to feel [insert feeling] sometimes. All feelings are normal... everyone feels [feeling] sometimes' 'How can I help you to feel better?' 'I'm wondering if you are feeling a bit worried....what can I do to help? Shall we talk together?' 'I know it can be difficult to see any good in this situation, but we will make sense of it when we can' <p>Remember to note down any child whose lockdown experience may have been negative or concerning on your class profiles. Always pass on any significant concerns to the SEMH and Safeguarding teams, as appropriate.</p>	<ul style="list-style-type: none"> Staying Home – a short story written especially to explore lockdown could be a good starting point for conversations Lockdown memory jars – these can be done visually using templates such as this one or as a whole class using the sand jar approach demonstrated here. Lockdown summaries – can the children summarise their feelings about lockdown in 3 or 5 words? Why did they choose those feelings? Emotion word cards or vocab banks / feelings prompts will be useful for some pupil groups. Feelings over time / mood journals– can the children express / describe their feelings as time progressed? How did they feel when they first heard about the virus? When schools closed? During homeschool? When they returned to school (KS1)? Now? Consider ways they could demonstrate this – feelings graphs, mood journals, Zone tracker (Zones of Regulation). Consider what positives have come from lockdown – have they learnt a new skill? Got to see more of their parents? Explored new parts of Kings Hill? Got a new trampoline? Older children may be able to reflect on what lockdown has taught them about themselves Ask the children to reflect on what they found difficult about lockdown. Finding 	<p>We acknowledge that there is no right or wrong way to feel.</p> <p>Children may or may not want to share their feelings – particularly if their experiences don't compare as favourably.</p> <p>Consider having a mechanism in your class for pupils being able to request discussion time with the teacher or TA privately.</p> <p>Children in KS2 will have a completely different emotional profile to those in KS1 who had returned to school.</p> <p>Open ended, specific questions are best for generating discussion <i>What was the toughest part of lockdown? What are you most looking forward to about starting school again?</i></p> <p>Feelings charts and visuals will be vital for younger children or those with SEMH difficulties to find the right words for their feelings</p>

common ground with others may be reassuring. You may wish to gather some of these negative feelings for your re-framing activity below

To identify and understand your pupil's own sense and experience of **loss** and the need for the children to process the **grief** they may have.

- Develop children's experience and perceptions of loss throughout COVID.
- Allow opportunities for them to explore the disappointment and grief (where experienced)

Please pass on any bereavement details to the SEMH teams so that they can take appropriate action and share resources.

- What did they miss out on / lose over lockdown? (see examples right). Encourage older children to order / prioritise these – what was the most challenging thing to lose and why?
- What were the things that others lost over lockdown? See examples, right. (help children develop perspective through understanding that others may have had a more challenging experience – this can be achieved without catastrophizing eg I missed out on Lego club but I was lucky to still have a birthday party this year. I didn't get the opportunity to go on holiday but I did manage to have a nice days out with my family. I didn't get to go out with my family but I got to see my nanny and granddad through the window to wave at which was fun! I didn't get to see my nanny and granddad as they stayed home to stay safe but I learnt to call them over Zoom and play games. etc)
- Explore the feeling **disappointment**. How did this manifest for them over lockdown? When else have they felt disappointment? How did it compare? How did they manage their disappointment? What advice would they give to others?
- What other feelings does disappointment manifest as? Anger? Sadness? How does it

We tend to consider loss and grief exclusively linked to death but this is not the case. Children may have experienced 'loss' on a wider scale, including:

- friendship, and familial social interactions
- routine and structure
- milestones – for example birthday parties, holidays
- opportunities – events, exams, clubs,
- freedom

Teachers may feel anxious about talking about death with children. There is some helpful advice [here](#).

feel for you? Older children may also consider What can disappointment sit side by side with – frustration? Jealousy?

- Can older children provide some top tips for managing disappointment?
- Older children may be able to explore the ideas of loss and subsequent feelings of grief and label them that way.

To acknowledge and support any **anxiety**.

Make a referral to the SEMH team about any child that you feel is highly anxious post-lockdown so that further resources can be shared.

- Re-visit fear from Inside out. Remind why fear is a normal and necessary emotion and the important role it plays in keeping us safe and performing at our best.
- [The Guard Dog and the Owl](#) is another useful explanation of anxiety to children. Cosmic Kids mindfulness video [here](#) uses the same analogy.
- [This twinkl resource](#) might help as prompt for identifying worries and discussing how to overcome these
- Practise some calming activities like these quick and easy examples from [Save the Children](#), these excellent and extensive ones from [Childline, guided meditations](#) from Cosmic Kids. Encourage the children to reflect on how well they work for them, what was helpful/unhelpful? Discuss how relaxation is a skill that they will need to practise!

Older children or those that are more capable of critical thinking, could be engaged with questioning activities, such as:

- Explore the idea that 'lockdown was a bad thing' Can we develop arguments for/against? Will it ever be one or the other?
- What do you believe was the most powerful emotion you felt during lockdown?

SEND considerations

- We will have to be flexible with our behaviour policy to accommodate those with SEMH difficulties returning to school.
- Those with significant SEMH difficulties will need a specific re-connection plan. Please see a member of the SEMH team for further advice.

- Those with ASD will have a different emotional literacy to the neuro-typical children. Please see Vi (SENCo) for further advice.

Priority 3: SUPPORT SOCIAL CONNECTEDNESS



These activities and approaches are designed to be adapted by teachers according to the age and context of the class and provide a broad framework of coverage and ideas.

Key Message	Approaches	Activities	Wider considerations
Helping children to understand that they are still part of the school / class and their friendship groups so that they feel connected.	<ul style="list-style-type: none"> ○ Develop relationships between staff and pupils ○ Re-connect relationships between children in the class ○ Re-establish positive social behaviours. 	<ul style="list-style-type: none"> ○ Reflect on ways in which we stayed socially connected during lockdown – promote positivity and celebrate the creativity of the connections made. ○ Allow structured and unstructured opportunities for re-connections – bear in mind that some children may not have seen each other since March! ○ Younger children will need significantly more time to play. ○ Children may need reminders of social expectations, boundaries, how to be a good friend, how to be a good listener, how to take turns etc. For younger children, high levels of adult intervention engagement and modelling will be vital. ○ Group games and activities that can be completed in a socially distanced way can be found here. And some playground examples here. ○ Getting to know you fortune teller from twinkl is a creative way for older children to prompt discussion. Of course, they could design their own. 	<p><i>‘we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning’.</i> (The Recovery Curriculum)</p>
<p>Older children or those that are more capable of critical thinking, could be engaged with questioning activities, such as:</p> <ul style="list-style-type: none"> ○ Is online socialising as good as in-person socialising? What are the limitations and why? ○ What social skills were we at risk of losing during school closures? 		<p>SEND considerations</p> <ul style="list-style-type: none"> ○ Those with ASD may find it difficult to process the need to a social re-connection. They will need a highly individualised approach. Please speak with Vi (SENCo) for further advice. ○ Those with social communication difficulties will need reminding of the rules of being a good friend, being a good listener 	

Priority 4: PROMOTING HOPE

These activities and approaches are designed to be adapted by teachers according to the age and context of their class and provide a broad framework of coverage and ideas.

Key Message	Approaches	Activities	Wider considerations
Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future.	<ul style="list-style-type: none"> Develop a range of strategies to promote perspective, positivity and mindfulness. Reassure children that any loss of learning is understood by the teachers and share the plan for re-connecting to the curriculum. 	<ul style="list-style-type: none"> Work through a re-framing activity (cognitive reframing) with the children – can they re-frame any of their perceived negative thoughts about lockdown – e.g. instead of ‘I had to stay home’ reframe this to ‘<i>I got to stay home and play with my toys and in my garden</i>’ or ‘<i>I helped save lives by staying home</i>’ Older children will be able to explore different examples and discuss how language and how we speak to ourselves is an important tool in maintaining positive mental health. Can the children re-frame some of the challenges they faced during lockdown – hint : simply changing <i>I had to</i> to <i>I got to</i> can change the perspective of the experience. Consider designing and building ‘happiness boxes’. Whereby children reflect on what promotes happiness in them. Discuss the emotion gratitude (thankful might be a more accessible word for younger children). Challenge the children to think of 5, 10, 25 things they are grateful for. Share these lists and borrow from others’ lists. Can the children pick a top 5 from their shortlist? Older children could be encouraged to reflect on how their list has changed since before / during lockdown. Look at mantras or positive affirmations. Can the children develop some to address and of 	Gratitude brings perspective. It ushers us to look at the things in our life that give us joy, and when we think about these things, it makes us feel good!

the anxieties that they previously highlighted? Older children may be able to reflect on the usefulness of mantras / affirmations. (they are something that you need to practise doing, you may feel silly at first, some are more comfortable not saying them aloud).

- Look into mindfulness activities and help the children to understand why they are helpful (grounding ourselves in the moment reduces anxiety about what has happened or may happen in the future and forces us to be in the now). [My Puppy Mind story](#) may be helpful in explaining why mindfulness is important. Help the children to develop a class or individual mindfulness toolbox.

○

Older children or those that are more capable of critical thinking, could be engaged with questioning activities, such as:

- Explore the idea that life has changed for the better.

SEND considerations

○

The following strategies are now in our WELLBEING TOOLBOX:

Guided relaxation	Calming activities	Gratitude journal	Re-framing
Positive affirmations / mantras	Mindfulness activities	Happiness boxes	Memory jars
Breathing exercises	Mood journal / trackers		

Sources:

School exclusion risks after COVID-19 Excluded Lives: Harry Daniels, Ian Thompson, Jill Porter, Alice Tawell and Hilary Emery Department of Education, University of Oxford June 2020

The Recovery Curriculum, Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University. Matthew Carpenter, Principal, Baxter College, Kidderminster , Worcestershire.

The Child Mind Institute

The Mental Health Foundation

Kent Educational Psychology Service

Childline

NSPCC

Young Minds

Appendix 5



The Discovery School Remote Learning policy – September 2020

In the event of a school closure because of a positive case of COVID-19, this document outlines the strategies and approaches which the school will take to ensure that the education of all of our children is not interrupted.

Current government guidance (July 2020) states:

We expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

In addition to these points, they have provided further guidelines of expectations around teaching remotely:

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

What will we be doing at The Discovery School?

During the lockdown of March 2020, children at The Discovery School were provided with the following to support their home learning:

- Weekly learning grids, both screen based and non-screen based, to access their learning.
- The children had access to their class teachers via email for any support with their learning or for any feedback.
- They also received phone calls to check on the children's welfare.
- Access to free learning journals to write in as well as a free library of reading books to take from the front of the school.
- Children who had AEN were also provided with personalised learning grids, should their need require this.
- Children in Years R and 1 were also supplied with weekly printed sets of home learning, due to the nature of their curriculum.
- Access to a range of online learning platforms and programmes (some of which were added during the lockdown to meet the needs of the children).

From September 2020, the school will continue this approach should it need to, but with the addition of using www.Classdojo.com as a platform to both upload learning materials and to provide written feedback to the children. In line with research from the Educational Endowment Foundation, we will not be providing live teaching for pupils, as this has been found not to be as beneficial to children as a well-structured learning programme for them to follow.

For pupils who do not have access to a computer/iPad at home, we will continue to offer a loaning service so that children can access their learning activities whilst away from school.

Resources to help support home learning

In school currently we have paid subscriptions to the following online resources which parent's will be able to access under the direction of the class teacher.

Technology available to support home learning	Does this support EYFS?	Does this support KS1?	Does this support KS2?
Classdojo.com www.Classdojo.com	Yes	Yes	Yes
Microsoft Office 365 Education	Yes	Yes	Yes
Bug Club https://www.activelearnprimary.co.uk/login?c=0	Yes	Yes	Yes
SPaG.com https://www.spag.com/		Yes	Yes
Times Table Rock Stars https://trockstars.com/		Yes	Yes
Big Cat Books https://connect.collins.co.uk/school/THEDISCO1/Student/	Yes	Yes	
Prodigy Maths https://www.prodigygame.com/			Yes
NumBots https://play.numbots.com/#/intro	Yes	Yes	
Reading Plus https://www.readingplus.com/			Yes
WhiteRose https://whiterosemaths.com/homelearning/	Yes	Yes	Yes
MathsWhizz https://www.whizz.com/		Yes but only limited children	Yes but only limited children
BBC Bitesize https://www.bbc.co.uk/bitesize/primary		Yes	Yes
The National Oaks Academy https://www.thenational.academy/	Yes	Yes	Yes
Busy Things https://www.busythings.co.uk/	Yes		
https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources	Yes	Yes	Yes

Procedures should a Covid19 closure occur

The table below shows the responsibilities of staff should home learning be required.

Roles and jobs	A single child (COVID, Shielding)	Class/year group is closed	Whole school is closed
Head teacher		Will write out to parents informing them that their class will be closed.	Will write out to all parents with an explanation of how the children's education will continue remotely during a whole school closure.
Deputy Head teacher	Will write to the individual child's parent/carer to explain how the school will support the individual with their learning whilst either self-isolating or shielding. This will be dependent on how well the child is.	Will direct parents in the first instance to the next day's lesson on The National Oaks Academy.	Will make contact with EduCare to ensure that all services, including www.Classdojo.com is ready for use.
Assistant Head Teachers	<p>To check year group planning to ensure that it is following the programme of study and that the child is able to access it.</p> <p>To ensure that staff are making their welfare phone calls to the child at home.</p>	<p>To check year group planning to ensure that it is following the programme of study.</p> <p>In the absence of the Class teacher a member of the Senior Leadership Team will call parents to check on children's welfare.</p>	<p>To check year group planning to ensure that it is following the programme of study.</p> <p>To ensure that work is appropriately differentiated and provides challenge.</p> <p>To ensure that staff are making their welfare phone calls.</p> <p>In the absence of the Class teacher a member of the Senior Leadership Team will call parents to check on children's welfare.</p>

Roles and jobs	A single child (COVID, Shielding)	Class/year group is closed	Whole school is closed
Class teacher	<p>Class teacher will establish a programme of learning based on what would have been taught that week in school and for the preceding 14 days, including differentiated and personalised learning for pupils with additional needs.</p> <p>This will be uploaded to www.Classdojo.com to allow children to download it from home.</p> <p>Teacher to upload work daily. Teacher to provide regular feedback through www.Classdojo.com</p> <p>To make contact at least once with the parent during the 14 day isolation period.</p>	<p>Class teacher will establish a programme of learning based on what would have been taught that week in school and for the preceding 14 days, including differentiated and personalised learning for pupils with additional needs.</p> <p>This will be uploaded to www.Classdojo.com to allow children to download it from home. This will also be available on the class webpage too.</p> <p>Teacher to upload work daily. Teacher to provide regular feedback through www.Classdojo.com.</p> <p>To make telephone contact at least once with all parents during the 14 day isolation period. In the absence of the Class teacher a member of the Senior Leadership Team will call.</p>	<p>Class teacher will establish a programme of learning based on what would have been taught that week in school; including differentiated and personalised learning for pupils with additional needs.</p> <p>This will be uploaded to www.Classdojo.com to allow children to download it from home. This will also be available on the class webpage too.</p> <p>Teacher to upload work daily. Teacher to provide regular feedback through www.Classdojo.com.</p> <p>Teacher to make telephone contact at least once with all parents every 2- 3 weeks. In the absence of the Class teacher a member of the Senior Leadership Team will call.</p>

Roles and jobs	A single child (COVID, Shielding)	Class/year group is closed	Whole school is closed
Office	To email learning grids to children or to mail out workbooks or sheets.	<p>To email learning grids to children or to mail out workbooks or sheets.</p> <p>Be a point of contact for passwords for parent, if the class teacher isn't available.</p>	<p>To email learning grids to children or to mail out workbooks or sheets.</p> <p>Be a point of contact for passwords for parent, if the class teacher isn't available.</p>
SENCo	If the child has SEND, work with class teacher to ensure appropriate provision is available.	<p>Liaise with class teachers to ensure provision is appropriate for those with SEND.</p> <p>Contact parents of <u>High Needs Pupils</u> via telephone or email, to offer support for areas wider than the curriculum.</p>	<p>Monitor provision for pupils with individualised curriculums.</p> <p>Provide contact to parents of SEND pupils (email) sharing tools and approaches.</p>