

# Aston Hall Junior and Infant School

## Teaching, Learning and Assessment Policy

June 2020

### ***'Believe, Achieve, Succeed'***

#### Our Curriculum

The curriculum is all the learning activities used to promote learning and personal growth and development. The curriculum includes both statutory requirements and a range of extra-curricular activities used to enrich the learning experiences of the children e.g. in Foundation Stage the children are taught the Early Years Foundation Stage Curriculum, and in Key Stage 1 and 2 they are taught using the National Curriculum. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills so that they achieve their true potential. In the Primary School there are three "Key Stages" for the different age groups:

The Foundation Stage: 4 to 5 years (Early Years Foundation Stage)

Key Stage One: 5 to 7 years (National Curriculum)

Key Stage Two: 7 to 11 years (National Curriculum)

#### Early Years Foundation Stage

The early year's foundation stage handbook (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register. The EYFS aims to provide:

- quality and consistency in all early years settings
- a secure foundation for all children for good progress through school and life
- partnerships between different practitioners
- partnerships between parents or carers and practitioners
- equality of opportunity for all children

Aston Hall uses a range of vehicles to promote this, including first-hand teaching in class and small groups, imaginative role play activities in carefully designed settings, opportunities to link learning to different concepts involving play-based approaches/mediums (water, sand etc) and in a range of outdoor provisions.

## Key Stage 1 and 2

A new National Curriculum was introduced in September 2014 which contains the programmes of study for all subjects and key stages. The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens but is just one element in the education of every child. There are 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 to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. It incorporates the following subjects. We develop our curriculum into wider themes which run throughout subjects, horizontally. This includes embedding the understanding of diversity and the impact of humans, for example, in all areas. The curriculum has been reworked in 2019-20 to ensure that it meets the needs of learners for an ever-changing world and supports progressive and coherent sequences of learning to build knowledge.

### *Core curriculum:*

English

Mathematics

Science

Art and design

Computing

Design and technology

Geography

History

Languages (statutory for key stage 2 only)

Music

Physical education

### 1. Curriculum Approach

The school uses a wide and creative curriculum approach, grouping learning into exciting topics that are then further enhanced by first hand learning from school trips. From this, wider curriculum subjects have a hands-on and purposeful approach to learning that links children's experiences to their outcomes in school. The school is rigorous in its attempt to ensure logical and cohesive progression to its delivery, ensuring that spiral strands of learning are re-visited and avoiding teaching too discretely. Long-term curriculum plans are available on the website.

In addition, the school follows a novel study approach to literacy. This involves children making deep connections between their reading learning and their written outcomes, and teachers are expected to use their learning environment to its fullest to establish an exciting and creative context for the novel to be placed in. This is supplemented by learning activities in writing and reading that use the core text, providing children with a real purpose to writing and the development of language. This builds on the approach and tenets of WPT's reading policy.

Besides their learning environments, teachers are empowered to be creative in their approaches to the text using roleplay, setting adventures, drama techniques, artwork and class debate to drive forward the key themes of their texts. Knowledge and skills in these areas are then able to move into enrichment and high standards in wider curriculum studies.

Children's work and learning is evidenced in many different ways, including their verbal engagement, their written work and their communication and collaboration with their peers. They are also increasingly adept at providing recorded content and video presentations/powerpoints, which have formed part of our curriculum offer and width during the implementation of our remote learning policy from 2019 onwards.

### ***Wider Curriculum***

The school's curriculum is supported by a range of wider opportunities that enrich and deepen the children's learning and application. This includes a range of different sport, music teaching and CPD from Wickersey trained specialists and SLEs, as well as multiple sports clubs and competitive sports events to apply these skills throughout the year. Some examples include football and gymnastic opportunities and engagement with Trust-wide competitive tournaments.

Aston Hall is a school that is alive with music. Children have access to outstanding delivery from WPT specialists, as well as enhanced opportunities through Wickersley Partnership Trust and RockSteady music providers. Children of all ages and abilities are encouraged to develop their potential in this area, supporting the fact that all children will reach their potential whatever that looks like for them. Celebration of achievement, at all levels, happens through termly musical recitals and celebrations for both parents and peers.

Every summer, the children have the opportunity to take part in a summer production, developing their drama and dance learning to apply to a fantastic production for parents and other children. They spend time identifying key elements of stagecraft, speaking and listening and in constructing effective visual performances.

Children in Foundation Stage and Key Stage 1 have the opportunity to take part in a Christmas nativity production over the Christmas period. Key Stage 2 children also take part in carol singing for the local community. Furthermore, Harvest is celebrated for all children at the local Methodist Church, enhancing these links to the local community.

We have a large and developing outdoor education area, supporting collaborative learning, basic woodcraft and scientific studies for all ages, but particularly useful for developing the resilience and wonder in EYFS/KS1 children, and as an additional support for SEND children or PP children to widen their experiences and celebrate their talents. We work with POPs Outdoor Education specialists to develop approaches and activities that tie directly in with our topics; we believe in ensuring our curriculum is widened, not curtailed, through this partnership.

## 2. Teaching Approach

Aston Hall believes fundamentally in a teaching approach which puts children first and allows teachers to craft lessons which take into account accurate assessment of prior learning and allows them to develop skills fully and in different contexts.

Teachers have a timetable which is personal to them in ensuring they can meet their children's needs and ensure that time and focus is given to the right areas. This timetable is updated half-termly and can be found on the Staff Shared Area as well as being available in classrooms. We have a clear timetable of curriculum subjects, worked on with WPT, to ensure that our coverage matches the long-term plans for all children. This coverage can be blocked, where this benefits the children in completing project work or coming to a successful outcome and this is reflected in medium term planning.

The school uses a set of planning principles which ensure that all staff are clear on their responsibilities to ensure their children have access to a strong teaching model and sufficient time and clarity in reaching and assessing their learning intentions. (See Appendix I) An example planning document outlining the school's key approaches is contained in Appendix II.

## 3. Assessment Approach

Aston Hall believes in assessing the whole child, ensuring that their development as learners, individuals and as a group of peers is celebrated. The school uses the following assessment systems for Key Stage 1 and Key Stage 2:

	<b>Summative Assessment</b>	<b>Formative Assessment</b>
<b>Basic administration</b>	<p>PIRA and PUMA tests – 1 per term in Reading and Maths.</p> <p>Statutory test materials used for Y2 and Y6.</p> <p>These tests are delivered to children and generate a scaled score that will be used as part of the evidence to judge a child's learning at three points of the year. Teachers use their professional judgement in administering and interpreting these results, given that coverage of curriculum and reading focus will be unique depending on each cohort's needs over the year.</p> <p>Staff will make choices around:</p> <ul style="list-style-type: none"> <li>-How long to provide for the test for specific groups of children.</li> <li>-How the test is delivered in parts or in whole</li> <li>-How the test is introduced to the children, such as exploring it as the independent work for a session with younger children.</li> <li>-The seating and administering arrangements of the children.</li> </ul> <p><b>NQTs will be required to work within a tighter format made clear by their line managers to support their understanding of summative assessment.</b></p>	<p>TAF Grids in 'Assessment File'</p> <p>Grids are located on Bromcom MIS system, updated regularly as part of teaching and assessment cycle.</p> <p>Regular assessment is carried out through the depth and flexibility of our marking and feedback approach, which is designed to give children chance to independently approach edits and next steps. (Please see Marking and Feedback policy)</p> <p>Grids passed onto next teacher in July and form part of pupil progress discussions of this group's performance/needs. Teachers may decide to use more grids for children who are working at levels which are difficult to compare.</p>
<b>How marked?</b>	<p>Teachers will use the marking guide to mark the tests during their professional time. These can be taken home and photocopied to support this.</p> <p><b>NQTs will be required to mark their tests with their peer or phase leader to support initially, so the process is clear and the areas the child scores well in recorded.</b></p>	<p>Ongoing – teachers will highlight when objectives met to show progression and next steps.</p> <p>Use of 1,2,3 to show how embedded a concept is at each stage of learning (WTS, EXS, GDS)</p>

<b>How recorded?</b>	<p>Children’s scaled scores are recorded using a threshold supported by the assessment materials: 76-95: WTS 96-112: EXS, 113+: GDS</p> <p>Statutory test use mark thresholds for given years.</p> <p>This score will be flexible depending on the professional judgement of the teacher, using moderation activities with their own whole class, working with colleagues and through identifying where curriculum coverage or focus has had an impact on test results.</p> <p><b>NQTs will be required to record scores as they are so they can develop their understanding of summative assessment and recognise how to show progress against this format.</b></p>	Using TAF sheets – evidence can be collected from a range of work as evidenced in the ‘curriculum approach’ above.
<b>When?</b>	Once per term, with a cycle that supports reporting to the overall Trust. This is likely to be weeks 4 and 5 of the second half term of each term.	Ongoing – expectation these are regularly updated when teaching content from planning has been met.
<b>How accessed?</b>	All tests are kept in the Headteacher’s Office and distributed at the point the assessment cycle begins. Assessment summaries available on server.	Bromcom accessible to all staff through personal log-in. Cloud-based system.

Detailed exploration of all procedures can be found in Assessment Guidance on the Drive.

**Assessment Guidelines in support of the above:**

1. Check your class lists for names (no duplicates), SEN status, PP status and EAL/LAC status and label as appropriate and this is correctly displaying on Bromcom.
2. Check all prior keystage data is intact. If missing, find this information from Bromcom.
3. Baseline the class using Pira/Puma/SATS.
4. EoY targets will remain as they are, as these are based on expectations from prior Keystage and will be adjusted once information around progression becomes clear.
5. Recognise what the current percentage is of your key groups (boys/girls/dis/SEN etc)
6. Identify which children are underperforming against EoY targets – these will form the key groups to ensure accelerated progress and focus of T+L. They will form the basis of your quality first teaching in class and will be a go-to group when looking at books, in drop-ins and in data scrutiny.
7. At Autumn 2, make data entry for this term following principles of:

Maths: Scaled score as per PIRA/PUMA/SATS (for children below scale, use 50)

Reading: Scaled score as per PIRA/PUMA/SATS (for children below scale, use 50)

Writing: 76 WTS (including any children working below this level) 96 (EXS) 113 (GDS)

This score will most likely be reflective of the children’s learning, given the nature of the test and how we teach our curriculum. However, in some cases the score may reflect an agreed judgement around a particular child’s needs. For example, if the child has had a lot of illness, or has a particular area of weakness then this can be factored in to adjust a SS upwards or downwards. (An example might be a 96 mathematician who ran out of time because their handwriting or thinking time requires more thought, in this case, it could be appropriate to increase scaled score to 100 if the teacher can explore why this is the case using other evidence.)

8. Key stage leaders will agree on the most suitable format for the testing period, taking into account the children's needs at different ages of development. It may be appropriate, for example, for KS1 to be tested in shorter time slots or in smaller groups. This is supported by the wider Trust assessment policies contained in subject-specific policies.

9. To support formative assessment of progress, children will be assessed in core objectives regularly as they meet this learning and display their attainment. These will be updated regularly when marking and providing feedback to create a formative assessment of that child. This will include using key objectives at each attainment level (WTS/EXS/GDS) and making judgements about how strongly they have evidence their learning (1-3)

10. The above processes will then form part of teacher appraisal, along with the teaching profile. They will enable leaders and teachers to discuss rates of progress in groups both formatively, and summatively and also enable all staff to have a shared dialogue around the terms used in this document.

11. Staff meetings will be used throughout the year to clarify exact procedures in the event of any changes and initial staff meetings in Sept will support this work.

KS1 and KS2 also complete statutory assessment every year, following the proscribed Assessment and Reporting Arrangements yearly, as outlined by the DfE. This documentation arrives shortly after the first term, and is used by the school to plan effectively for the arrangement and delivery of the tests. Results from these tests are used as one measure to inform the school's forward planning and DEP.

### ***Foundation Stage Assessment (See also EYFS Policy)***

Foundation Stage assessment uses the Early Years Foundation Stage Profile document and the Development Matters document to make judgements around a child's progress towards the Early Learning Goals (ELGs) in prime and wider areas. At the beginning of school, children are baselined using a range of information, including the use of home visit information, working with the child and discrete assessment activities. The expected standard of children entering FS2 is to meet learning statements in the '30-50 Beg' stage of learning, with the expectation that these children will meet the final ELGs in these areas and enter Y1 with a Good Level of Development (GLD) or more.

Foundation Stage staff use Development Matters documentation and the EAZ Mag systems to assess and record the tracking of these goals and when they were achieved, as well as the depth to which the children explore these. This is supplemented by ongoing discrete work in recording journals and through photographic and other observations recorded and used by staff. At the end of the year, children are assessed as to whether they have met the criteria outlined in the EYFS Profile document and submission of this information is reported annually as part of the school's statutory responsibilities. Further information on Foundation Stage Assessment can be found in the EYFS Profile document, and the Development Matters guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/669079/Early\\_years\\_foundation\\_stage\\_profile\\_2018\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/669079/Early_years_foundation_stage_profile_2018_handbook.pdf)

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

## ***Pupil Progress Reviews and Monitoring and Evaluation Process***

Pupil progress reviews will be undertaken at least termly, with a senior leader leading this dialogue. The following principles and format will be used will allow staff to explore using the assessment sheets:

Data from summative and formative assessments is fed into the following document. From this, teachers can begin to answer questions about their cohorts. Examples are given below, but WPT and SLEs will deliver regular updates to shape these discussions.

*What is the current attainment of their class?*

*What is the current progress level of their class?*

*Which children are NOT on track to meet EOY targets (based on prior performance) at this stage?*

*What barriers are these children displaying to make this progress?*

*What is being done about these barriers in terms of QfT/interventions?*

*\*What is the impact of current interventions/QfT?*

### **Example Data Overview Sheet**

Subject	Term						Subject Lead
YEAR GROUP	F2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
No in Cohort							
No of Girls							
No of Boys							
No of SEND							
No of PP							
No of EAL							
No Achieving EXS+ at last KS exit							
% achieving EXS+ at last KS exit							
No MLO EXS+							
% MLO EXS +							
Pupils lost							
Pupils gained							
No Achieving GDS at last KS exit							
% achieving GDS at last KS exit							
No MLO GDS							
% MLO GDS							
Pupils lost							
Pupils gained							
Significant groups?							
Significant issues?							
Barriers?							

\*Only on review of last progress meeting

From this, subject leaders will explore the outcomes and trends, alongside wider information around CPD, staff knowledge, children’s attitudes and provision. This uses the following documentation:


### Example of Questions for Curriculum Leaders Sheet



School		
Curriculum Area		
Leaders		
QUESTIONS	WHERE ARE WE NOW?	WHAT NEXT?
<b>STANDARDS, PROGRESS AND ACHIEVEMENT</b>		
What proportion of pupils attain at and above age related expectations?		
How has this changed as the cohort has moved through the school?		
What have you done which has had a positive impact on outcomes? How do you know?		
Which aspect of the subject do the pupils achieve best in?		
<b>ASSESSMENTS</b>		
How effective are your assessment arrangements? How accurate are assessments?		
How do you moderate assessments?		
What does your tracking tell you?		
<b>MONITORING AND EVALUATION</b>		
How do you monitor and evaluate?		

Once completed, curriculum leaders will continue to assess their impact and next steps through their audits, which are updated termly:

### Example Subject Audit Sheet



**WICKERSLEY PARTNERSHIP TRUST.**

**Primary Subject Audit**

**School: Dalton Foljambe**  
**Date: 04/06/20**  
**Subject: Science**  
**Reviewers: D. Hensby**

Leadership & Management	Student Outcomes	Quality of Education	Behaviour & Attitudes
<b>3 KEY SUCCESSES</b>			
1.			
2.			
3.			

<b>Leadership &amp; Management (Strength of Leadership)</b>		
<i>Quality Assurance</i>	<i>Curriculum Vision</i>	<i>Policy</i>
<i>Staff and student voice</i>		<i>Action Plan</i>



#### 4. Subject Specific Approaches Guidelines

As above, all subjects share a subject audit as a starting point for the effectiveness of the subject and to be able to measure impact in a wide range of areas. This audit also allows for identification of weaknesses and next steps to be taken. Throughout this process, leaders are encouraged to be evaluative and to consider where they are drawing their evidence from, to ensure judgements are robust and taken from a range of different sources.

Below are our approaches to subject-specific elements, working alongside WPT policies and practice and outlining some of the key elements which are relevant for Aston Hall.

##### **Literacy**

At Aston Hall Junior and Infant School we believe that Literacy/English is a fundamental life skill which is essential to participating fully as a member of society. We aim to develop the abilities of all the children in our school to communicate their ideas effectively in speech and writing. We also believe that by developing the reading and listening skills of our pupils they will become effective communicators.

English is taught daily in various ways: a 30 minute reading session is taught each day within every year group, and incorporates teaching of phonics and de-coding, fluency and expression and comprehension using the core reading domain skills (vocabulary, retrieval and inference). This is supported by the use of Bug Club materials for home study and reading with parents, focussing on analysing and understanding quality texts. Traditional novels and material is widely available in school (library, top corridor) and children are encouraged to read at all times, particularly through the novel study approach.

English writing is taught every day for around 1 hour and incorporates teaching of a SPAG skill in isolation and a writing objective to apply. Our novel study approach is used to support both reading and writing. Spelling rules are investigated weekly within around 2 sessions per week. Resources such as reading books and dictionaries can be found in the library.

##### **Mathematics**

At Aston Hall, we believe that Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work. Mathematics teaches children how to make sense of the world by developing their ability to calculate, reason and solve problems fluently.

Mathematics is taught daily during a one hour session. Classes also have short, regular additional sessions focusing on key skills, e.g. times tables. A variety of teaching and learning opportunities are adopted to provide active and stimulating learning experiences, such as;

- Practical 'real' activities are used to introduce concepts and reinforce learning objectives.
- Opportunities to transfer skills learnt, to real situations, are used whenever possible.

- Teachers place a strong emphasis on correct use of mathematical language; this is supported by key vocabulary being displayed.
- Activities are planned to encourage the full and active participation of all pupils.
- Teachers differentiate tasks throughout the lesson in order to meet the needs of all abilities.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.

Teachers follow planning and access resources from White Rose Hub, which links directly to the National Curriculum. Physical resources can be found in the Maths cupboards in the library and outside the computer suite.

Assessment in Mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children. This information informs subsequent planning and next steps in teaching and learning. In book pre-assessments are used for each child for each new strand of Maths teaching

Children also undertake weekly times table learning using TT Rockstars material, which is also celebrated in assembly to drive forward fluency and recall. The impact of this is measured during using and applying sessions, where computation of these facts allows for greater productivity.

## **Science**

Teachers are responsible for the teaching of Science. It is taught in units through a combination of whole class teaching, group and individual work. The units are based on the National Curriculum objectives which have been broadened each year to ensure a continuous progression of thematic learning throughout school. Teachers will encourage our children to have skills of observation, discussion, debate and research. Our curriculum plans develop from the WPT Science planning, which ensures children develop discrete skills alongside the knowledge base needed. Throughout our Science teaching we hope that our children will develop a sense of awe and wonder about the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc.

Central resources in Science are the responsibility of the Science Co-ordinator who has a budget available. Science equipment is audited annually. Consumables are replaced and discussions with staff determine if there are any other pieces of equipment required in order to enhance the teaching and learning of Science. All Science equipment is stored in labelled plastic containers located in the Science cupboard. Children are encouraged to value and take care of all equipment.

## **PE**

We are always encouraging children to live healthy and active lifestyles. All children in Year 1-6 receive 2 hours of PE a week. Our school is lucky enough to be part of Wickersley Partnership Trust which helps organise and run various sporting events, in addition to supporting teachers and other staff with the planning and delivery of PE lessons and clubs in school.

Children from both Key Stages 1 and 2 also attend different sporting events and competitions in our local community and the Wickersley Partnership Trust throughout the year.

Each half term, school will have access to the delivery of after school masterclass events for G & T pupils (a different sport each masterclass). Where possible, and when linked to the curriculum and outside community, Aston Hall takes part in whole school Sport Days i.e. World Cup day, Daily Mile, Bike it Breakfast, Whole School Rounders' Competition, Sport Relief any many more! Wickersley Partnership trust has a swimming pool resource. Children from Year 4 will use these facilities for 11 weeks of swimming tuition. Staff at the resource are trained in paediatric first aid.

Throughout the year, class teachers and WPT coaches will assess the children against National Curriculum objectives for their key stage. Throughout our PE teaching we hope that our children will develop a sense of the wider connections to the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc.

## **Music**

Music within Aston Hall is delivered by Wickersley Partnership Trust's experienced music teachers. Classes are provided with a number of opportunities to access music provision; catered to the curriculum aims of their age group. This curriculum has been designed by the WPT team and also takes into account school-wide events such as Harvest and Christmas. Specialist teachers also provide CPD to Aston Hall staff, who can observe good practice in this regard. All children from KS1 and KS2 receive 40 minutes dedicated music a week.

As part of our music provision KS2 children have the opportunity to join the choir and take part in the 'Young Voices' music concert with regular practice sessions after school. In all key stages children also take part in a Christmas or summer production.

Throughout the year, the WPT and class teachers will assess the children against National Curriculum objectives for their key stage. Throughout our music e teaching we hope that our children will develop a sense or awe and wonder about the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc. They also actively listen to and understand music from many different cultures, traditions and backgrounds.

## **Art and Design**

At Aston Hall. Art within our school stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through skill development in the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities and learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

At the moment, art and design is taught within every element of the curriculum. It clearly defines skills and knowledge which children can then apply to other areas of their learning, including focuses on pencils, paints and textile mediums. Throughout our Art teaching we hope that our children will develop a sense of creativity and curiosity about representing the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc.

## **Design and Technology**

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 skills 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.

Every year each class will be taught the knowledge, understanding and skills needed to design and make a range of products. Children engage in activities to investigate, disassemble and evaluate simple products from a range of contexts before taking part in their own projects. Focused practical tasks are taught in order to develop and practise particular skills and knowledge. Capability is then developed when pupils design, make and evaluate a product using a range of materials and components. The children have opportunities to work in a range of group situations to promote discussion, enquiry and negotiation and team work. The children have access to a range of materials and tools to design and make products. In addition to classroom resources there is a central resource for construction and electrical equipment. Through clearly structured Trust-designed projects, there is also added rigor for ensuring skills and knowledge are progressive and are enhanced from year-to-year. Throughout our DT teaching we hope that our children will develop their understanding of how engineering and technology can be applied to a range of situations in the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and their technology and how democracy can lead to fairer dispersal of technology etc.

## **Computing**

Computing is taught as part of a range of skills and knowledge exploring safety, systems and presentational aspects of information. Two full sets of Chromebooks support online and collaborative work, as well as an information suite with 12 computers to support curriculum-linked work.

Every year each class will be taught the knowledge, understanding and skills needed to develop skills in coding, information and communication safety and in solving problems using a range of other software and hardware devices. Teachers plan for these opportunities as part of their wider topic planning, and these skills may be built into a range of other curriculum lessons. Every year, Y6 children attend Crucial Crew to support their understanding of e-safety and termly assemblies for all children, using the CEOPS material, support their e-safety and positive behaviours. Throughout our Computing teaching we hope that our children will develop a wider sense of personal responsibility and an understanding of how technology can bring us together, as well as linking into the wider thematic links of our Trust approach such as the impact of information on our personal safety and how democracy functions in a technological age etc.

## **MFL**

Classes are provided with a number of opportunities and teaching styles to access French provision; catered to the curriculum aims of their age group. This curriculum has been designed by the WPT teams. Specialist teachers also provide CPD to Aston Hall staff, who can observe good practice in this regard. All children from KS2 receive 30 minutes dedicated teaching a week. Throughout our MFL teaching we hope that our children will develop a sense of connection to the language and culture of the country they study, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc.

## **Humanities**

Humanities comprises the disciplines of Geography and History, and is implemented at Aston Hall through creative topic approaches which allow children to develop their knowledge and understanding of the expectations outlined in the National Curriculum.

Topic visits are made once a term to support immersion in this area and provide context for a topic – these opportunities are also used to design effective artistic opportunities (tying into the Art curriculum) into the children’s work. Children are also expected to apply the same level of learning of literacy and mathematics to their topic work and teachers are encouraged to ensure that at least one piece of written work a term linking to topic is used to make moderation judgements.

Skills and knowledge are addressed concurrently, so that the understanding of field work skills and investigative skills is developed throughout the children’s school life. With history, a chronological approach to content is then taken to offer as much cohesion and consistency to learning as possible, as well as to make powerful links to what came before and after in order for comparisons and dialogue to take place. This approach is mirrored in geography, where children’s sense of places progressively develops from the school, to their home and local area, before moving more widely afield.

The school has access to an outdoor educational area which allows for widening of skills around land use, mapping and position learning and other environmental concerns.

Throughout our humanities teaching we hope that our children will develop a sense of awe and wonder about the world around them, as well as linking into the wider thematic links of our Trust approach such as the impact of humans and democracy etc.

## **SMSC**

At our school, SMSC is covered in a variety of ways, including;

- Weekly Collective Worship programme
  - PSHE and RE schemes of work
  - Discrete activities and lessons (all subjects have the potential to promote SMSC)
  - Making cross-curricular links between subjects (ICT, PE)
  - Frequent visits from our local Reverend from the Methodist and Cof E Churches
  - Consistent teaching of values which are displayed around school (The Aston Hall Way
- Way
- Regular opportunities to discuss feelings, values and beliefs
  - Encouraging respect for diversity of belief – February weekly focus
  - Daily activities which promote the self-esteem of all stakeholders
  - Opportunities to learn about spiritual wisdom and philosophical traditions
  - Playground buddy systems
  - Clear school rules and development of a ‘charter’ of behaviour in each class
  - School council
  - New behaviour reward system developed by school councillors
  - Opportunities to consider the consequences of their own and others’ actions
  - Issues surrounding rights and responsibilities
  - Opportunities to develop moral decision making (e.g. through workshops, role play, dilemma games, hot seating)
  - Regular praise and celebration assemblies (The Aston Hall Way)
  - Effective home-school agreements
  - Participation in sporting events, Young Voices, Christmas and summer productions, charitable events, school fairs, specialist subject days/weeks
  - Clear equal opportunities policy and equalities action plan
  - Access to a diverse range of literature reflective of life in modern Britain
  - Additional opportunities to proactively explore issues e.g. e-Safety, anti-racism projects
  - Carefully planned transition into and out of our school with other providers
  - Regular newsletters and class assemblies
  - Sharing hobbies and interests in school and during our varied after-school clubs
  - Spontaneous responses to current world events

## Appendix I

Planning Principles (Green for specific Literacy / Blue for specific Numeracy)

### Planning expectations

#### **Planning will be on one of the following formats:**

- Electronic document - school/own
- Planning book – handwritten notes
- Smart notebook

#### **In your planning, there must be clear evidence of all of the following:**

- OLI – chosen from writing expectations grid/maths coverage grids
- Different OLIs for ability groups as and when necessary/appropriate.
- Differentiated success criteria (not a different one per group - must, should, could is acceptable.)
- Clearly differentiated tasks/activities for each ability group are identified (this may be by M,S,C OSCA where whole class are doing the same piece of writing/task.)
- OSCAs should be stuck in books for English, particularly if the task is the same for all groups
- Adult deployment
- Personalised/differentiated planning for SEND children (PIVATs where appropriate) - by teacher not TA - this should be available every day
- Pre-assessments planned
- Planning is clearly based on pre-assessments.
- Evidence of feedback/notes to regroup following marking

## Appendix II

Example of Basic Planning Formats (Lit/Num)

Date	Learning Intention and Success Criteria	Key teaching points to make (reference to questions, key concepts, models and images, structure, key vocab)	Group and individual learning activities and differentiation, (including the use of intervention by adults)	Plenary (key questions to support this, reference to self/peer assessment)
Monday	OLI			
	Success Criteria			
Tuesday	OLI			
	Success Criteria			
Wednesday	OLI			
	Success Criteria			
Thursday	OLI			
	Success Criteria			
Friday	OLI			



	Success Criteria			
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