



Curriculum Statement: Ethos, Vision and Values.

At Roseacres Primary School we strive to make our school a special place to be. We work hard to create a strong ethos of togetherness, engagement and enjoyment of learning with all striving for success. We are part of a formal collaborative, The Learning Partnership Trust (TLPT), whose core aim is to provide an outstanding education for all children. The three schools in the partnership are: Hatfield Heath Primary School (lead school) and Takeley Primary and Roseacres Primary. The schools aim to work collaboratively to identify and disseminate best practice, whilst also challenging and supporting the development of professional practice so that we can be 'the best we can be' in our pursuit of all being outstanding. We recognise that we are a team and by working together we are stronger.

Curriculum

Our school curriculum comprises all learning and other experiences, both explicit and implicit, that are available for pupils. At Roseacres Primary School we strive to provide a rich, relevant, progressive, broad and balanced curriculum which takes into account the National Curriculum. The curriculum is taught to children at age and stage appropriate levels.

In the Early Years Foundation Stage (EYFS), pupils follow the structure of the EYFS Framework which includes seven areas of learning. These are set out as PRIME and SPECIFIC:

Three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four specific:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The National Curriculum for Primary age pupils in Key Stages 1 (Y1 & Y2) and KS2 (Y3-Y6), consist of the following 12 subjects:

Core subjects:

English – including reading, writing, grammar and spelling, phonics, spoken language

Maths

Science

Foundation Subjects:

Art & Design

Computing

Citizenship Education (CE or combined PSHCE)

Design & Technology

Geography

History

Languages (MFL) – KS2

Music

Physical Education (PE)

In addition,

RE

Personal Social Health and Citizenship Education (PSHCE)

In England, all state funded schools must offer a curriculum which is 'balanced and broadly' based and which:

- promotes the spiritual, moral, cultural , mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All schools are required to make provision for a daily act of collective worship and must teach Religious Education (RE) to pupils at every Key Stage.*

Where possible, clear links will be made between different subject areas to help apply and reinforce learning in a range of contexts so as to extend thinking and develop a greater depth to concepts, knowledge and skills learned.

British Values

More recently, there has been much consideration given to the promotion of 'British Values'. There are clear expectations and guidance from the DfE with respect to this and we have to pay due regard.

It is important that every effort should be made to ensure that the school's ethos and curriculum actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; and encourage pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

Early Years Foundation Stage (EYFS)

The EYFS framework covers all children in any kind of setting (childminders to schools) from birth until the end of the school year in which they turn five. At Roseacres Primary School we take into account any information received from prior settings about the children's prior developments and interests to support our initial planning. We also conduct baseline assessments using Early Learning Outcomes (ELO) from the EYFS Framework. Throughout the year we actively seek parental input into their child's development and interests, e.g. through completing 'WOW' comment slips which are celebrated and placed in each child's learning journal. Working alongside parents also means that the children can be supported in school and within the home, setting learning in meaningful, real life contexts that will enthuse, engage and motivate the children so that they can be proud of their achievements.

Aims of EYFS

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles

Four guiding principles should shape practice in Early Years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

At Roseacres Primary School we recognise that children will learn best when they are engaged and motivated. Therefore, the children are at the centre of the planning. What are they interested in?

What do they know? What can they do? What do they need to know or do next? What are the least and most popular areas of the indoor and outdoor learning environments? The class interests, for example a favourite author or a popular film, often influence planning of both adult led and continuous provision. However, the overall aim is for children to gain a broad range of experiences so they can develop their own interests and receive a good foundation and transition to the next stage; the National Curriculum. We also

acknowledge that not all children will progress at the same rate; some children may need additional challenge beyond the EYFS whilst others may need additional support to ensure their continued development and progress.

English

We firmly believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Evidence strongly suggests that the role of the family here is critical – they can be actively involved supporting their child and the school or contribute little and, in essence, influence their child's future options, potentially, severely.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

Spoken language

The curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. We therefore, work hard to ensure the continual development of pupils' confidence and competence in spoken language and listening

skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and our teachers strive to ensure that pupils build secure foundations by using discussion, enquiry and good listening to explore any challenges and endeavour to meet their next step development targets.

It is essential that children learn to be confident clear speakers to a range of audiences. Many opportunities are created on a daily basis in order to develop these skills. Children are encouraged to speak clearly using full sentences. Adults will model good speaking and pronunciation to pupils. Adults will repeat back what a child has said in order to model and will provide on-going support to those that need it. This is always done in a sensitive way so that a child gradually develops their confidence in speaking aloud to their teacher, the group, class or even larger audience. Spoken language is the key to success in writing and learning so children need to develop their vocabulary and their ideas so that they are able to express themselves articulately.

Pupils should also be taught to understand and use the conventions for discussion and debate.

We enable our pupils to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. At age, stage and personal confidence appropriate levels our pupils are supported to be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and performances with a larger audience.

Spoken language and good listening contribute fully to good learning engagement, positive self-esteem, powerful social confidence and success, both for now and for the future.

Reading

The teaching of reading at Key Stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

Our teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

We predominantly use the **Oxford Reading Tree scheme** to teach and support learning to read within a familiar and progressive structure, that matches the expectations of the national curriculum. As pupils progress, the reading books and vocabulary becomes more challenging and a variety of other published books and material (classified under book bands) are available to supplement and extend pupil's reading skills. To complement and supplement this we have also purchased other scheme books and real books offering challenge to more confident and fluent readers.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics and a range of other learning to read strategies are emphasised in the early teaching of reading when they start school.

The teaching of phonics begins in EYFS. It is taught through the government recommended approach '**synthetic phonics**' using the published '**Letter and Sounds**'* combined with other strategies that will help the children to learn and remember the sounds that letters make.

When a child is learning to read there are two crucial things to learn:

- the sounds represented by written letters
- how to blend the sounds together to make words. Synthetic Phonics is a way of teaching reading.

Children are taught to read letters or groups of letters by saying the sound(s) they represent. There are six phases that increase in level of difficulty, starting with sounds letters make to learning simple and then more complex digraphs and tri-graphs, e.g. sh, ch, oo, ee, igh; and digraphs that make the same sound, e.g. ee, ea, e, e-e.

Children can then start to read words by blending (synthesising) the sounds together to make a word, e.g. c/a/t= cat or l/igh/t= light.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

As the children progress into Year 1, the teaching of phonics is in phases – there may be separate groups working at different phases if needed. There are six phases in all and progress is monitored regularly. Again, the help and support of the family is really welcomed and can make a significant difference to the child's success.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high quality discussion with the teacher, parents and other contributors, as well as from reading and discussing a range of stories, poems and non-fiction. We encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

We believe that it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. With consistent, positive parental/carer support success at the highest levels is possible.

Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that we work to develop pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Writing composition is complex and there are many features that a child has to master in order to be successful. We teach children both fiction and non-fiction genres through modelling and using good examples of different text types. We favour the 'Talk for Writing' approach that teaches children to orally tell (and rehearse) a story before writing it and then innovating (creating their own version of the same story/ text). This strategy helps the children to learn a specific text type, the key features required and then to use and apply it. Once they have practised and mastered this genre they can then innovate and create their own version of the text.

Writing also depends on fluent, legible and, eventually, speedy handwriting. Consequently, we have chosen to teach the cursive handwriting script as it naturally leads the children to join writing without the need to relearn printed text. In reception children are taught the pre-cursive script and shown how to 'lead in' and 'lead out' of each letter on the line, thus providing the necessary tail to join letters later.

We use the Nelson Scheme to support the teaching of grammar and spelling. The word lists for each year group are taken from the National Curriculum, in addition to common words or topics that the children are learning. As well as the set lessons teaching a specific skill, the teacher will also integrate key rules and spellings into the daily work in the classroom as well as topic themes so that the children learn in a meaningful context.

We have no doubt that good writing, utilising good spelling and composition, are greatly enhanced by strong skills, knowledge and understanding in both speaking and listening and reading. Children are majorly hampered when abilities in these areas are limited by lack of experience.

We provide parents with information on what is expected to be taught and learned by a particular age/class. We have produced an age related expectations (ARE) booklet for each year group from Year 1 upwards. In addition, each term, a curriculum leaflet is produced by the class teacher to share the key learning so that parents may support at home. These are accessible on the class page of the school's website.

Mathematics

Our main aims for mathematics are to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- can **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. As with English, we look to reinforce mathematical concepts learned in other areas of the curriculum, including D&T, Science, Computing and even PE.

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

Again, we provide parents with information on what is expected to be taught and learned by a particular age/class through the content of the ARE booklet as outlined above.

We have adopted a Mastery approach and use the **White Rose** maths planning tool in KS1 and KS2.

Science

We believe that science is an important subject. Science has shaped and informed the world we live in today and will continue to do so; therefore, it is a vital subject not just for the enjoyment and challenges it offers but also for its contribution to life and future economic prosperity. Children are born with a natural curiosity about the world around them and when they first begin to speak they frequently question things and ask "why?"

Within science pupils are encouraged to recognise the power of rational explanation and continue to develop a sense of excitement and curiosity about natural phenomena. Alongside this they will build up a body of key foundational scientific knowledge, passions and concepts, providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics at secondary school and beyond.

All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our main aims for science, taken from the National Curriculum, are to ensure that all pupils:

- develop **scientific knowledge** and **conceptual understanding**
- develop understanding of the **nature, processes** and **methods** of science through different types of science enquiries that help them to answer scientific questions, some self-posed, about the world around them
- are equipped with the scientific knowledge required to understand the **uses** and **implications** of science, today and for the future

- develop positive attitudes towards learning and enjoy setting, seeking/enquiring/exploring and finding/offering possible ideas and solutions to the many questions that arise as we seek to understand ourselves and the world in which we live.

Computing (previously called ICT or IT)

Our main aims for computing are to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.

Computing equips pupils to use computational thinking and creativity to understand and change the world. 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.

A key software program that we use to deliver the content of the computing national curriculum is **Purple Mash**. This is an online scheme of work which aims to cover the year group knowledge and skills progressively for KS1/2.

PSHCE – Personal, Social, Health & Citizenship Education

We believe that PSHCE education can be defined as a planned programme of learning through which children can acquire the knowledge, understanding and skills they need to help manage their lives, now and in the future. We see PSHCE as one of the underpinning areas that contribute, over time, to the success of children's learning.

Whilst it is not part of the National Curriculum we recognise its inherent value and adopt a whole school approach to give the best opportunity to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHCE prepares them to, at age and stage appropriate levels, have strategies and basic knowledge and understandings to help manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We have a duty in schools to consider and educate for the 'whole child' and not just isolated or individual academic subjects. We believe that such a curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We also firmly believe it is essential to:

- promote children and young people's wellbeing, as: the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect
- promote community cohesion.

We aim to promote citizenship throughout the school in many ways, such as our code of conduct, thinking of others, being part of a community, wearing uniform, taking pride in who we are and the school to which we belong, representing our school at events, being a class monitor or through pupil voice (such as pupil consultations, or school council). Through our values teaching and curriculum we seek to create opportunities that enable the children to develop their knowledge and understanding of what it means to be a good citizen through the choices we make. This will include within our family, at school, being part of our local community, wider community such as the County of Essex, the country and then globally. Gaining an appreciation of our multi-cultural society in which we show respect, tolerance and appreciation of others which links to the core British Values. School events, fund raising and working in collaboration with local partners will be a key part of this.

PSHCE cannot and should not exist in isolation; it must be part of a whole school approach. We see the relationship between PSHCE provision and school ethos as hugely important and seek to involve the family in addition to promoting wider partnerships to support learning, achievement and progress. We have purchased the **Cambridge Scheme** in order to cover all aspects progressively throughout the primary years.

PE

The National Curriculum states that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

At Roseacres Primary School our aims in PE include the opportunities for all pupils to:

- develop competence with a potential to excel in a broad range of physical activities
- be physically active for sustained periods of time and recognise the positive impact exercise can have on our bodies
- engage in competitive sports and activities and learn to give of one's best for self and team
- enjoy participating in PE, at whatever level, age and stage appropriate and develop positive attitudes and habits that can, both for now and in the future, lead us to have healthy, active lives both in mind and body.

Art & Design

The National Curriculum states that art, craft and design embodies 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.

At Roseacres Primary School we aim for children 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. We aim to 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.

Art & Design skills may be taught through a topic or it may be a stand-alone unit in order to cover the specific skills and knowledge required. The subject lends itself well to a cross-curricular approach and it can enhance understanding in other subjects such as History or Maths (e.g. symmetry, pattern).

Music

As with Art & Design, we recognise that Music can be seen as a universal language that again embodies one of the highest forms of creativity. We believe that a good 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.

At Roseacres Primary School our aims in Music includes the opportunities for all pupils to:

- enjoy, perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We use the approved Essex online scheme called '**Charanga**' to teach the music curriculum whilst supplementing and enriching the music experience through a range of other opportunities as available and appropriate; e.g. concerts, performances and music hub workshops.

History

Good History teaching has the potential to fire pupils' curiosity about the past in Britain, the wider world and their own roots and past. As children enter our school they are most concerned with the present but, as they quickly settle, they start to consider the immediate future and immediate past. This then extends, at age and stage appropriate levels, to move further into the past to consider how the past influences the present, what societies were like, how these societies were organised and what beliefs and cultures influenced their actions. As they do this we aim for children to develop a chronological framework to give

context for their knowledge of significant events and people. As they move forward the pupils encounter a wide, diverse range of human experience, and understand more about themselves as individuals and members of society. Links are made with other relevant curriculum areas to help provide a more holistic view of themselves and their world.

History is a thinking subject and should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, develop skills of enquiry, analysis, interpretation and problem solving. The topics chosen are done so to be age appropriate, motivating and stimulating, e.g. Fire of London Y2. Wherever possible, we will include visits, visitors with experience and knowledge, artefacts and other resources and home learning.

Geography

A good Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching aims to start the journey that can equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, at age and stage appropriate levels, their growing knowledge about the world can help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

At Roseacres Primary School our aims in Geography include the opportunities for all pupils to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Design & Technology

Design and Technology is an inspiring and practical subject which incorporates creativity and imagination. Pupils follow a process to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs. Through this process they acquire a broad range of subject knowledge and draw on other subject areas such as Mathematics, Science, IT and Art. Design and Technology enables pupils to learn how to take risks, and be resourceful and innovative. Through the evaluation of past and present products, pupils develop an understanding of the impact of D & T on daily life and the world around them. Food Technology is included as a key part of the subject and links to other subject areas such as Science, Maths, English, RE, Geography, PE and IT/Computing.

Foreign Language (KS2)

The aim of learning a foreign language is to foster pupils' curiosity and deepen their knowledge and understanding of the world. Children are provided with opportunities to communicate, in French, for practical purposes. The teaching of French in Key Stage 2 enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. This lays the foundations for further foreign language teaching. In French lessons pupils are taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations, ask and answer questions, express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation
- read carefully and show understanding of words, phrases and simple writing
- describe people, places, things and actions orally and in writing
- appreciate stories, songs, poems and rhymes in French
- broaden their vocabulary and develop their ability to understand new words
- understand basic grammar appropriate to French.

The study of French links to PSHCE, RE, Geography, History and the learning of grammar in English.

We have purchased the French scheme '**Rigolo**' which comprehensively and progressively covers teaching and learning French in KS2.

RE

Religious Education is not part of the National Curriculum, however, has a valuable place within it. We have chosen to adopt the **Essex Locally Agreed Syllabus** which supports us in fully recognising the contribution that the teaching of Religious Education, both explicitly and implicitly, can make on ensuring that our agreed "ethos" can live and be exemplified in the day-to-day life at Roseacres Primary School. The subject area contributes to promoting respect for others, the challenge of stereotypes and helps to build understanding of other cultures and beliefs. We do not promote one faith or religion above another but seek to provide pupils with a general overview of the key religions, beliefs and festivals in the world. Religious Education provides an opportunity to promote fundamental British values, defined as democracy, the rule of law, individuality and mutual respect and tolerance for those with different beliefs. The agreed syllabus includes focus on particular religions and movements including: Christianity, Hinduism, Judaism, Islam and Buddhism.

Additional information:-

The National Curriculum Programs of Study- The Learning Content:

The National Curriculum sets out the subject content each Key Stage* for each year group, in Programs of Study (PoS). The knowledge and skills are referred to as 'the matters, skills and processes' which are to be

taught. These are set out in statements called the 'Age Related Expectations', (ARE). These are used for planning and assessment purposes.

Schools are free to organise their own curriculum and add additional content. Schools which are or have converted to Academy status, do have greater flexibility regarding subject content and are not legally required to follow the National Curriculum provided that a 'balanced and broadly' based curriculum is offered.

As an academy, Roseacres Primary have decided to implement the new National Curriculum 2014 and ensure that full coverage of the Programs of Study is achieved, in order to give our children the best opportunity of meeting or exceeding the standards set in the end of each Key Stage assessments (SATs).

*Key Stage	Foundation Stage	Key Stage 1	Key Stage 2
Age	4-5	5-7	7-11
Year group	Reception	Y1-2	Y3-6

The statutory assessment tasks (SATs)

The statutory assessment tasks (SATs) which all children are required to sit at the end of each Key Stage* (end of Y2 and Y6), are based upon the subject content of the National Curriculum Programs of Study. These are sat by all children in May annually. The results are reported to the Local Authority and the DfE. The tests in Y2 help to inform teacher assessment judgements and are taken throughout the month of May. In Y6 there is a set week when National Tests are sat throughout the county and the test results are also reported to parents at the end of the academic year.

Additionally, a national screening of Phonics acquisition takes place annually in June. All children in Y1 are expected to take the test as well as those children in Y2 who did not meet the threshold the previous year.

Assessment

Assessment is a tool for learning and used for summative (what I can do now) and formative (what I can do next to improve). Assessment is ongoing and takes a variety of forms to aid learning, achievement and progress. It is important to establish what a child knows and can do in order to plan the next steps appropriately.

'Age Related Expectations', (ARE) are used to identify what a child is able to do and identify any gaps in learning so that the teaching plans can be altered to meet the needs of the learners.

There are different judgements that can be made against these statements, but the aim is for a child to be confident and thus secure in a concept so that they can use and apply them in a variety of different contexts.

Assessment against the ARE is recorded as a child Beginning, Working Within, Secure or Greater Depth (mastery).

Mastery means that a child is very confident and able to use and apply the year group 'matters, skills and processes' in a range of different learning contexts with ease showing expertise in the subject area. A child may achieve differently in different subjects. A child may also be working on ARE from a year group below as they are not yet secure on those learning concepts. The key to successful learning and achievement is to scaffold learning building upon what the child already knows and can do. New learning and challenge will then be introduced at an appropriate level that the child can access so that they can build up their knowledge, skills and confidence in meaningful learning contexts. As a result, the teacher needs to know his/her pupils well and personalise the learning experience so that each learner is able to achieve and be successful.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

For assessment purposes we purchased the 'notasweknowit' assessment tool, to support as the statements matches the national curriculum programs of study (ARE) for each year group. They are written in more child friendly language that children can relate to and understand, such as 'I can' statements. Using this tool, we have developed our own assessment tool to simplify the recording and tracking of pupil progress and achievement in the foundation subjects. In addition, we use an online tracking tool for English and Maths to help us monitor the progress of each child each term and take steps, in a timely way, to address gaps in learning and accelerate progress, so that a child does not fall behind. Assessment information is shared with parents each term. (See section – Parent Partnership).

Pupil Voice and Assessment

As a result of changes in assessment practice, it has become even more important to involve pupils in their own learning journey.

There are different ways children can be involved in assessing and reviewing their own learning. We use a variety of strategies that will be appropriate to the age and stage of development of the pupils. For example, self-assessment, this may take the form of using a prepared list of success criteria and looking for evidence of this in the work just completed and ticking against each one, or writing a comment. A traffic light system may be used so the child is able to notify the teacher how they found the level of challenge, e.g. green- easy, orange- a bit hard/ a bit easy/ just right, red- hard/do not understand.

Peer assessment is also a useful tool that the children are introduced to and use as part of the review of learning. Pupils are given the opportunity of working with different partners to review learning together. In this instance the pupils may verbally and then write a 'star and a wish'. One aspect which they liked (a strength- linked back to the learning objective/ success criteria) and one area to improve.

Pupils need to develop the behaviours required to be successful learners, such as:

Resilience and perseverance- to be able to try, 'have a go' and to keep on doing so until they achieve success; to be able to learn from their mistakes and know that it is okay to make mistakes;

Reflect – upon their learning, link it back to the learning intention- what can I do now that I couldn't do before? Do I understand? What else do I need to know? Who can help me?

Responsible- making choices, being honest about the learning task, choosing a challenge that is right for them.

At Roseacres our staff will act as role models to demonstrate effective learning behaviours which will form the basis of the expectations of all pupils in all lessons. We will endeavour to encourage and support all children to: try their best, persevere, make mistakes and know that it is alright to, learn from their mistakes, be successful and celebrate achievement.

A whole range of different assessment tools will be used by the teacher in order to ensure that the intended learning (ARE) are understood by the pupils and if not the curriculum plans and teaching organisation altered accordingly. As a result, the teacher's curriculum plan is a tool that will continually change, e.g. during the lesson, over the course of the week, or over the course of the teaching unit, in order to ensure that the learning is appropriate.

Organisation and delivery of subjects

Core subjects are explicitly taught covering the key learning expectations. This may take the form of a one off lesson, e.g. grammar, but most often it will be a series of lessons that are linked so that the learning can be introduced to the pupils and built upon progressively, such as in story writing. In addition, core skills are embedded in the teaching of other subjects where they are given real and meaningful contexts.

Foundation subjects may be taught as a stand-alone unit, e.g. designing and making a vehicle in design & technology or it may be linked integrated into a topic theme.

At Roseacres we will use a combined approach. We will designate topic themes per term for each year group and link subject learning where it fits appropriately. Where we feel that it does not or additional time and focus is needed then the class/year group timetable will be altered accordingly. The key is to ensure that the learning is meeting the needs of the pupils and to evaluate the success of this continually so that changes can be made in a timely way so that all pupils make the progress expected of them from their initial starting point.

Year group plans and curriculum leaflets outlining the key learning and expectations are available on our website. The leaflets are developed each term relevant to the topic/ subjects being studied and a copy given to parents/carers.

Organisation of pupils

Pupils are taught in either a straight year group class or in a mixed year group class. This will depend annually upon pupil numbers. Pupils taught in mixed group classes will still have work planned that is appropriate to their age related expectations as defined in the National Curriculum or as appropriate by need, stage of development and taking into consideration the child's initial starting point.

Teachers will plan work to meet the needs of individual pupils in their class. Pupils will be taught either whole class, mixed ability groups, or ability groups, learning partners (pairs) or individually.

Intervention to target gaps in learning will occur in class for the most part, however, if it is more conducive to learning, then it may be that a child or group of children will go to an alternative location in school in order to have additional tuition on the identified aspect. This may be a group intervention or aimed directly at an individual. Again it may be a series of lessons or it may deal directly with a key concept that a child did not understand in a previous lesson and be a 'one off' stand-alone input.

Parent Partnership

We recognise home school partnership is an essential element to successful learning for all children. We are keen to involve all parents in school life and pupil learning in a variety of ways.

This partnership begins prior to a child starting at our school with a welcome meeting for new parents, pre-school visits and transition activities for the children due to join us in the new academic year.

Reception is a key year to establish links and provide enriched opportunities to join in learning tasks in class. Stay, Play and Learn session are offered each half term, 'parent voice' is recorded through 'WOW' comment slips (a child's achievements at home), parent questionnaires and parent consultations.

A range of published information such as curriculum leaflets for KS1 and KS2 are made available for each topic (available on the school's website) so that parents are informed of the learning focus and expectations for each year group.

Additionally, for pupils in Y1 upwards, the National Curriculum outlines the Age Related Expectation (ARE). Our school has designed an ARE booklet per year group which sets out the 'knowledge, skills and matters' covered during the term so parents are better able to support learning at home. (Available on the school's website).

Parent consultation meetings are offered in the autumn and spring term to discuss a pupil's progress and next steps in learning. In the summer term an annual pupil report is produced that summarises the progress the child has made over the course of the year and outlines their next steps.

At the parent consultation evenings we formally invite parents to share their views and suggestions so that we can take account of this when we identify our school priorities and further develop our school policies and practice.

We have an active 'Friends' group who further support the work of the school providing enriched activities for the children and school community. The funds raised positively contribute to the schools work and benefit the pupils. Opportunities to extend partnerships with others in our local community is sought, encouraged and promoted to strengthen relationships and promote community cohesion.

Extra-Curricular Learning

Extra- curricular clubs are offered by staff or external providers. We continually seek to increase the number and range of clubs offered by our school in addition to signpost those offered in the wider locality.

We recognise the talents and achievements of our pupils who attend external clubs, such as swimming, ballet or karate, in our weekly Celebration Assembly where children are able to bring in and share their certificates and awards.