

# Viking Academy Trust



## Upton Curriculum Policy

The Upton Curriculum Policy has been written after consultation with staff and follows National Curriculum guidance.

**Approved by the Trust: Term 3 2020**

**Reviewed annually: Term 3**

**Last review date: Term 3 2023**

**Signed:**

A handwritten signature in black ink, appearing to read 'A. Roberts', is written over a faint rectangular box.

**Chair of Trust**

## Introduction

At Upton we both admire and follow the aims of the National Curriculum. It clearly sets out the framework through which pupils are introduced to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said, aiming to engender an appreciation of human creativity and achievement. We supplement the national curriculum with additional knowledge and skills we feel are important for the children of our school. We are driven in this by our desire for a curriculum that is engaging and enriching, that involves collaboration and communication, and that values diversity and community. Above all, '**One Childhood One Chance**' inspires us to have high expectations for every one of our pupils here at the school.

Our teaching of the National Curriculum at Upton Junior School stems from the needs and abilities of the children we teach. We believe every member of our school community is a life-long learner and that our role is to provide them with stimulus and skills, developing a thirst for knowledge, so that our pupils are empowered to fulfil their individual potential.

We agree whole-heartedly with the DfE's aim to improve social mobility through education. Their pledge of '**No Community Left Behind**' (*Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education DfE 2017*) is strikingly similar to our own long-standing school motto. At Upton '**One Childhood One Chance**' means providing the best possible Teaching and Learning opportunity for every child, utilising every opportunity at our disposal.

We aim to provide an outstanding curriculum, a curriculum of innovation and inspiration, which is continually evolving in the best interests of our pupils. Unemployment levels in Thanet are nearly twice those of the South East of England as a whole, and this has the potential to generate a cycle of disadvantage. Wherever they are growing up, children will have multiple, overlapping needs. What we must **never** accept is that where a child starts determines where they will finish in education or in life.

We echo the government's desire for children to become '*educated citizens*' and so advocate a curriculum rich in literacy, containing a range of differing and stimulating experiences. We also aim for our curriculum to be both Broad (offering a wide range of subjects and opportunities) and Balanced (ensuring all subjects have enough time to be developed).

We know that an excellent curriculum will need to be able to evolve and that curriculum design is a constant process of review and improvement.

## Our Curriculum Intent

**Curriculum** refers to the programme of education in the school. Our curriculum aims to prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Ultimately it can be described as what we want pupils **to know and to be able to do** by the time they leave school.

**Intent** is all the curriculum planning that happens before a teacher teaches their pupils. This includes traditional forms of planning for teaching and learning but also the processes that are the foundations and aims of our curriculum.

At Upton, we intend to follow the National Curriculum as a foundation for the key knowledge and skills that our pupils need. We believe knowledge is very important: knowledge is seen as underpinning and enabling the application of skills. We then add to this based on the specific needs of our school and the school context.

Our **six curriculum drivers** are key to how we set out to develop our curriculum:

**Enriching:** We believe in our school Motto of 'One Childhood One Chance' and how this relates to providing opportunity for our children while they are with us. We want them to aspire, and this is one of our Core Values.

Our curriculum is regularly enriched through trips, speakers, events and opportunities. Our extra-curricular programme of activities gives pupils opportunities outside the school day that they may not be able to access otherwise and through these experiences we aim to reduce social disadvantage. This is particularly important in our post-COVID world.

**Engaging:** We aim for children to build connections within their learning and believe that by effectively engaging pupils in this way we increase the likelihood of them remembering learning and avoiding cognitive overload. *'If nothing in the long-term memory has been altered, nothing has been learned'*.

It is important that we use approaches that help pupils to integrate new knowledge into the long-term memory by making enduring connections and linking to their prior learning. This is best achieved through thoughtful sequencing of learning and we regularly review our curriculum with this in mind.

We also believe that creative experiences are more memorable for pupils and aim to include creativity throughout learning.

**Community:** As a large school, taking from over 15 local providers, building an effective community is essential. We have intentionally set out to build a community and our community spirit, be this through initial transition work or the ethos we promote.

We believe that being ***in*** a community means you should be ***part*** of the community. Both our curricula and our extracurricular provision are aimed at getting involved in our locality, be that supporting charities and churches, visiting local landmarks, holding multi-school events or learning about our own area. We believe that this builds Respect, which is one of our Core Values.

**Diversity:** We recognise that our immediate locality is not hugely diverse and take steps to ensure pupils learn about differing parts of the world and their culture. These are things that are, for many, outside of their daily experience. We believe this is an essential part of cultural capital.

Understanding that we have differing beliefs, values and ways of life from others helps generate Mutual Respect and Tolerance. Our text-based curriculum features texts intentionally chosen for this purpose.

**Communication:** The world is changing and we are aware that the development of technology can both improve and hinder communication. Online gaming, social media, tablet and phone apps are decreasing the amount of time children communicate orally at home.

We consider communication skills be to crucial to life and intentionally focus on them here at Upton. Communication builds and maintains relationships, it facilitates learning and innovation and it builds an effective team. Across the curriculum, pupils are regularly given the opportunity to develop oracy skills as they communicate with each other in groups or through presentations.

**Collaboration:** We value the opportunity to work together. As educators in a large school, shared planning and ideas are constant. For our pupils, collaboration leads to improved social and interpersonal skills, has the capacity to take learning to a higher level than alone and is key to our Core values of Friendship and Respect

#### Our Curriculum intends to:

- **Overcome Social Disadvantage:**

At Upton we regularly welcome into our Year 3 classes 128 pupils from over 15 different schools, all with differing learning and social backgrounds and needs. One thing that remains consistent, however, is that ***'Thanet continues to be the single most deprived area in Kent'*** (*The Index of Multiple Deprivation (IMD2019): Headline findings for Kent*). We therefore aim to create a vibrant and rich curriculum of opportunity that might not otherwise exist for these pupils. We want children to have new experiences, to enjoy their learning, to have memorable opportunities. We want them to be excited and to evoke curiosity. We believe these factors help children retain learning, address social disadvantage and improve cultural capital. At Upton we plan for a wide array of enrichment activities to supplement the curriculum. These include trips, events, theme days, after-school clubs and much more

- **Use Research into Effective Learning:**

Key elements of our curriculum have been created with reference to the overview of educational research found in ***'Education Inspection Framework: overview of research 2019'*** with particular regard to memory and learning. Learning is at least in part defined as a change in long-term memory: ***'If nothing in the long-term memory has been altered, nothing has been learned'***,

At Upton, we believe it is important that we use approaches that help pupils to integrate new knowledge into the long-term memory by making enduring connections. A curriculum that is coherently planned and sequenced enables pupils to build upon prior learning and link current learning together so that it becomes more meaningful and memorable. We therefore believe that the sequence of lessons and learning is very important and a lot of time and consideration is given to this.

In addition, generic language is used by staff across lessons, including:

**'Let's Link':** whereby the teacher will link to previous learning to build new learning.

**'Elaborate':** where pupils have to describe and explain something learned to others in some detail.

Both these processes support long-term memory retention.

- **Ensure Effective Transition:**

With children coming to us from 15 different schools, transition is hugely important. Pupils need to generate connections with peers and teachers to facilitate the most effective learning. Our first Topic for our new Year 3 children is called 'Knowing Me, Knowing You' and aims to teaching National Curriculum knowledge and skills through lessons linked to getting to know each other and the school itself. In addition, the final topic for our Year 6 children is called 'Moving on Up' and we link with secondary schools in terms of key skills and learning they would like children to have when they arrive.

- **Implement Core Values**

Each week a pupil from every class in the school is awarded '**Star of the Week**' – an award that recognises excellent work within school and is linked to our **Core Values: Friendship; Aspiration; Respect; Resilience**. At the end of each Term a '**Pupil of the Term**' is chosen for similar reasons.

- **To be Inclusive:**

We intend the curriculum to ensure equal access access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. Within our planning, differentiation and challenge are in place to ensure the curriculum can be adapted for all needs.

- **To Make a Positive Contribution to the World both Inside and Outside these Walls:**

We intend for pupils to be inspired to be active citizens in life, developing character and morality in order to have a positive impact on the world around them

- **To Create a Curriculum Driven by Reading and Writing:**

It is our intent that every child leave the school being able to read confidently and fluently and able to articulate themselves clearly. They should be able to listen to the ideas and opinions of others and from this develop their own thought process. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know.

If pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life. Early deficits can persist throughout primary education, and children who lag behind in reading during pre-school will typically continue to do so for the rest of their schooling. Regular intervention is in place to ensure being able to read fluently is prioritised and the school aims to promote a positive attitude towards reading.

Reading is the driving force behind our curriculum. We operate a text-based curriculum and our texts link to the topics studied in the UBBC subjects for each year group, ensuring cross-curricular cohesion. This allows the curriculum to link together across numerous subjects and for language and reading to be the driving force.

A high-quality education in English will also 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.

We echo the overarching aim for English in the National Curriculum: 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.

Our English policy can be found in the appendices

- **To be Mathematically Capable:**

Our intent is to ensure children leave the school with the appropriate maths knowledge and skills that they can use in the next stage of their education. Maths is a universal language and become fluent in it we approach Maths lessons with three key areas of learning as our focus: to be fluent in the fundamentals of mathematics; to reason mathematically; and to solve problems. Our Mathematics Policy can be found in the appendices

- **To be Scientifically Curious**

We recognise the value of a high-quality science education in helping children understand and respect the world around them

Across the Key stage we intend to enable pupils to develop a deeper understanding of a wide range of scientific ideas through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing. We aim for ideas help them to understand and predict how the world operates and support them to ultimately select the most appropriate ways to answer science questions.

Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

We intend for our pupils to be 'Working and thinking scientifically'.

- **To Link Learning**

At Upton, some subjects are taught using a central theme as a focus so pupils can see how learning can link together and build connections. The subjects Science, History, Geography, Design Technology are taught in this way.

Each school term has its own central Topic within every year group. Our key text from English is also linked to this Topic so that reading is at the heart of everything we do.

- **To be Technically Proficient in Discrete Subjects**

At Upton, the subjects Music, Swimming, Computing, MFL and Art are taught discretely by expert teachers. While aspects of these subject can, and do, link to central topics at times , each subject has a carefully designed pedagogical approach.

When considering which subjects should be taught discretely here at Upton, we used both our knowledge of our own staff expertise and the [Ofsted Research Review](#) series of publications linked to individual subjects, which suggests that subjects that contain a great deal of technical knowledge can benefit from expert teaching.

## **Implementation**

### **Curriculum Planning:**

Planning begins with the end in sight. *What do we want our pupils to know and have experienced by the time they leave the school; by the end of the year they are currently in; by the end of each area of learning; by the end of each lesson?*

Our bedrock for planning is the National Curriculum. We intend to cover this and then build upon it. This is then broken down into Long-Term Planning across a year; into Unit Plans which detail a term; into sequencing documents and then into daily plans.

The Implementation of these subjects – how we teach them – can be best seen inside the subject policies themselves, within our Teaching and Learning Policy and our PD Curriculum.

### Homework

Homework is linked to the taught curriculum and allows the opportunity to reinforce key learning. At Upton, homework includes the following:

**Reading:** regular home reading is expected and checked. Pupils should read at least 3 times a week and this should be recorded in their reading record

**Spelling:** Spelling homework is set using the 'Spelling Shed' program

**Times-Tables:** Times-tables homework is set using the Times-tables Rockstar program

**Maths:** Maths homework is set using the MyMaths program

**Topic homework:** is set for differing subjects by the class teacher, allowing the opportunity for pupils to follow their interests within a structured framework.

### How we judge the IMPACT of the curriculum:

It is important we evaluate what knowledge and understanding pupils have gained against expectations (**impact**).

### Curriculum Assessment:

#### Formative assessment:

This is the main form of assessment used in the school. Pupils are given ongoing feedback regarding how they can improve and teachers ensure support is in place for this advice to be acted upon. The main form this feedback takes is verbal.

#### Summative Assessment:

This is used in the following ways:

**In English and Maths:** Children engage with standardised testing at the end of each year. This allows the school to evaluate progress against national data

**In the UBBC:** Each unit ends with a Topic Quiz whereby children have to recall key aspects of their learning. Any misconceptions are then fed into a specific 'clarify' session

#### Through Moderation:

- **Internal Moderation:** takes place regularly within Maths and English
- **Trust-Wide Moderation:** Takes place regularly for Maths and English and for UBBC.
- **Inter-school Moderation:** Engages with local schools to ensure Trust accuracy in moderation.

Senior leaders engage in Work Scrutiny and Lesson Observations involving feedback to staff to ensure Impact of the curriculum is maximised.

#### By Using Pupil Voice:

At Upton we believe that Pupil Voice is immensely important. It is one of the most effective ways to determine pupil learning and attitudes towards school. Pupil Voice is a regular part of our assessment processes. Governors also hold regular Pupil Voice meetings whereby they take feedback on pupil's perceptions of the school.

### **Through Evaluating the Curriculum:**

*'Getting better never stops'* and our curriculum is always evolving to be the best it can be. Regular curriculum reviews are led by senior members of staff and subject leaders to ensure both the content and quality of teaching and learning within the curriculum are appropriate.

### **Reporting to Parents:**

Reporting to parents regarding pupil progress takes place during our Parent Consultation Meetings and through written school reports.

### **Roles and Responsibilities within the Curriculum:**

#### **The School will:**

- Teach to the requirements of the National Curriculum
- Make provision for personal, social, health and economic education (PSHE),
- Report to parents on progress within the curriculum, provide information about subjects taught and create and facilitate opportunity for dialogue related to the progress of the individual child.

#### **The SLT will ensure that:**

- The Curriculum is constantly reviewed and adapted to best suit the needs of pupils at the school.
- Teaching and Learning is monitored regularly to ensure the most efficient learning experience possible.
- There is differentiation and challenge, where appropriate, to ensure access to all pupils.
- AfL is a continuous and effective part of the school's feedback policy
- Assessment procedures meet legal requirements: pupils and parents/carers receive information on progress and ways to improve
- The governing body is fully involved in decisions related to the implementation and balance of the curriculum
- The governing body is advised on school targets related to the curriculum; progress against these targets; and how these targets compare to national statistics (where appropriate).
- Staff implement the curriculum in accordance with this policy, but also enhance the curriculum by providing memorable and creative experiences.

#### **Upton's Local Advisory Body (LAB) will ensure that:**

- It monitors progress against school and statutory targets; holding the SLT accountable through questioning where appropriate.
- End of KS2 results are published to parents and compared against national and local averages
- It participates in decisions related to the breadth and balance of the curriculum
- The Chair of the LAB reports all the above to the Viking Academy Trust Board of Trustees
- Upton's Local Advisory Body will receive regular Head of School reports regarding:
  - i. Standards reached in the core subtexts by every year group compared against national and local schools (where appropriate)
  - ii. In-year progress within the core subjects for every year group
  - iii. Standards achieved and progress made by vulnerable pupils
  - iv. Evidence of the impact of implemented strategies on standards



## **APPENDICIES: Individual Policies**

# The UBBC Policy

## Teaching & Learning within the UBBC:

At Upton we use these curriculum drivers to plan our UBBC: ***Communication and Collaboration; Engaging and Enriching; Community and Diversity.***

Key skills are developed within these subjects, building on what has gone before. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

There is a distinct learning process with every topic unit, providing a structured approach to make sure that children's learning experiences are as stimulating and rigorous as possible.

The '**Stunning Start**' launches every new topic unit:

It is an activity or event to immerse the children into the topic theme. The goal of the 'Stunning Start' is to get every child excited and engaged in the theme. It also provides a common platform so that every child has an experience to draw from as they progress through the topic.

**Diagnostic questioning (Finding Our Foundations )** takes place at the beginning of the unit:

This gives teachers the chance to find out what the children already know, what they want to learn about the theme and how they would like to learn, ensuring that children are leading their learning wherever possible. This approach provides opportunities for the teacher to challenge original knowledge if it is inaccurate. Within the Topic, specific opportunity is given for pupils to independently follow their own lines of questioning identified in Founding Our Foundations

## **Learning Activities:**

Each topic theme is designed to make sure that children can access information in a way that is appropriate to them. Many of the learning activities are experiential, exploratory, collaborative research activities applying group-working skills. Others are designed to develop individual enquiry and resilience.

Our planning aims to **build** upon prior learning to fully engage long-term memory retention. Children have to recall things they have learned in previous years and topics that relate to their new learning.

A '**Fabulous Finish**' completes the unit:

This may be an event that the learning has been building towards, or an exhibition, display, performance or activity that incorporates learning from the unit. This activity helps children to draw on all their learning from the unit, reminding them of all the connections between subjects that they have made, and creating time and opportunity to build their understanding of their learning. It often involves parents and celebrates the learning that has been achieved.

**Visits and Guests:** We regularly organise trips and 'WOW' days for our pupils, believing that they add Cultural Capital and stimulate learning.

**Linking Learning and Sequencing:** we understand that the best way to learn is to build on prior knowledge and so ensure the learning pathway – order of units, topics and lessons – is always at the forefront of our mind

# UPTON JUNIOR SCHOOL PHYSICAL EDUCATION POLICY

This is a policy statement for Physical Education. It outlines our aims and objectives and states how Physical Education is managed throughout the school.

## Introduction

**The National Curriculum advocates** *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 Upton we intend to echo this desire and build upon this.**

## Why this area of learning is important:

It is essential that the school supports pupils' physical development and responsibility for their own health, and enable them to be active

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children's mental, social, emotional, economic and physical development. It is central to their development as confident individuals.

Children learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity.

Children also learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.

As they become more confident, children develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

### 1. **Successful learners who enjoy learning, make progress and achieve**

PE helps students acquire the knowledge, skills and understanding they need to participate successfully in, and enjoy, physical activities both now and in the future. Students develop analytical and evaluation skills by deciding how to improve the quality of their own and others' work. This is essential in developing learners who are creative, resourceful and able to solve problems. It also helps them to understand how they learn and how to set themselves targets based on their mistakes and successes.

By working in a variety of contexts on their own, in groups and in teams, students learn to work both independently and collaboratively. By participating as performers, leaders and officials students develop the ability to communicate effectively in a range of ways both verbally and non-verbally. They also learn to listen and

act on what they hear, understand and appreciate alternative viewpoints and learn to compromise, particularly when working in pairs or groups to create final products.

## **2. Confident individuals who are able to live safe, healthy and fulfilling lives**

Competence in physical activity and the sense of enjoyment brought about by being active and successful engenders a sense of confidence and self-esteem in students and enables them to become increasingly independent. This confidence encourages them to get involved in physical activity for its own sake and as part of a healthy lifestyle choice.

Experiencing a range of activities, roles and contexts helps students gain the confidence to try new things, take managed risks and stay safe, make the most of opportunities, recognise their talents and develop ambitions.

In PE students engage in competitive, creative, artistic, aesthetic and challenging activities that require them to become self-aware and deal with their emotions, for example when winning or losing or when being supportive of others.

## **3. Responsible citizens who make a positive contribution to society.**

PE encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of leader or official helps develop a sense of respect for others and the ability to apply rules fairly and act with integrity.

PE encourages students to make regular physical activity part of their lives and to get involved in healthy physical activity, sport and dance regularly both in school and in the community. PE helps students consider the impact of their lifestyle choices on the community, environment and sustainability.

### **AIMS**

Teachers aim to provide a physical education curriculum which will support the overall school aims and which will develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of everyday. The physical education curriculum aims to:

- Give all pupils the confidence and ability to identify, examine and respond to problems using a variety of skills.
- Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- Give pupils a sense of enjoyment and pride in their physical abilities.
- Encourage respect for the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities.
- Develop pupils' understanding of the way in which equipment might be used and their capacity to maintain interest and perseverance to achieve success in any chosen activity
- Develop pupils' capacity to express ideas in dance forms.
- Encourage flexibility and openness of mind which is necessary to meet all challenges.
- Encourage pupils to use their previous learning and experience to assist the satisfactory response to new challenges.
- Develop the appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop physical mobility and flexibility.
- Develop understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.

## **Within the PE Curriculum at Upton Junior School:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### **Within Swimming:**

Pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

## **In addition, PE lessons include the core premise that we aim to improve Knowledge, Skills and Understanding**

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

### **1. Acquiring and developing skills**

Pupils should be taught to:

- Consolidate their existing skills and gain new ones
- Perform actions and skills with more consistent control and quality.

### **2. Selecting and applying skills, tactics and compositional ideas**

Pupils should be taught to:

- Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- Apply rules and conventions for different activities.

### **3. Evaluating and improving performance**

Pupils should be taught to:

- Identify what makes a performance effective
- Suggest improvements based on this information.

#### **4. Knowledge and understanding of fitness and health**

Pupils should be taught:

- How exercise affects the body in the short term
- To warm up and prepare appropriately for different activities
- Why physical activity is good for their health and well-being
- Why wearing appropriate clothing and being hygienic is good for their health and safety.

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

#### **Inclusion**

Our curriculum provides relevant and challenging learning to all children. It follows three key principles.

- 1. Setting suitable learning challenges*
- 2. Responding to pupils' diverse learning needs*
- 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils*

#### **Equal Opportunities**

All areas of physical education aim to promote equal opportunities, recognising that each pupil should have access to the curriculum regardless of gender, race, disability or learning difficulty.

Pupils are taught in mixed class groups by their class teacher. Girls and boys have access to all activities.

Activities and programmes are provided which enable all pupils to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity.

Pupils will have the experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member.

Pupils will be required to act as judges, umpires and referees and reflect on the skills, qualities and approaches which are required to be effective.

#### **Teaching PE to children with Special Educational Needs**

A pupil may have special needs in physical education due to:

- a) Sensory, visual, auditory or movement difficulties.
- b) Learning difficulties.
- c) Medical conditions, e.g. asthma.
- d) Emotional and behavioural difficulties.

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, differentiation etc. so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **Teaching and Learning within a Scheme of Work.**

We use a variety of mixed gender teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. These are differentiated and grouped according to ability where appropriate, e.g.: differentiated by task, equipment, support or response. Teachers draw attention to good examples of performance as models for other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

The schemes of work are derived from National Curriculum Programmes of study and the attainment target for physical education. It provides a structure for planning and states which areas of physical education are to be taught in each year group.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding. The scheme makes provision for pupils to experience all areas of activity by the end of Key Stage 2.

### **Planning in PE**

Planning in PE is based on the National Curriculum, adapted to reflect the needs of the children at Upton Junior School. Planning is a process in which all teachers are involved. It includes:

- Schemes of work for PE;
- Allocated staff meeting time to discuss the PE curriculum so that consistency of approach and standards can be achieved;
- Medium and short term plans which outline specific learning objectives, assessment opportunities and differentiation, and which build upon the prior learning of the children;
- Adaptations to medium and short term plans to reflect a particular school focus, such as a theme week;

### **Differentiation**

Lessons are planned to allow for differentiation and incorporates the following:

1. Different grouping of pupils to allow them to work at their own level and also work alongside others of different ability levels.
2. Teacher input to lessons, assisting pupils needing extra help, and those progressing well and needing more demanding practices.
3. Different types of equipment and resources used to help different levels of ability to develop.
4. Pupils given different roles (especially in games situations) and responsibilities according to ability and experience.

5. Pupils are given different allocations of time and pace to work on various activities.
6. Teacher's awareness of time and space, allocating more space to one group over another, or keeping particular groups for longer periods of time, on their own.
7. On occasions, older pupils help younger pupils with simple skills, furthering their own abilities of observation, describing and cooperation.
8. A flexible approach to each lesson, with the teacher being constantly aware of the range of abilities and changing needs of the composite group.

## Progression

Pupils may, for example:

- Perform a greater variety of movements.
- Find different ways to perform a task.
- Demonstrate better balance.
- Show greater strength.
- Complete a task in less time.
- Aim at a smaller target.

The attainment target for physical education provides a framework for progression in physical education and this is built into the scheme of work. When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

## Cross-Curricular Links

Wherever possible, links are made between PE and other curriculum areas. This deepens children's understanding by providing opportunities to reinforce and enhance learning. For example:

- PE contributes to the teaching of **personal, social and health education and citizenship**. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- PE contributes to the teaching of **science**. Children learn about the physiological effects of exercise.
- PE offers opportunities to support the **social development** of our children through the way we expect them to work with each other in lessons.
- PE develops **maths** concepts of number recognition and calculations, point scoring, measuring distance and time in athletics, spatial awareness, shape in gymnastics and dance, directional work.
- PE improves **communication and language skills** through team sport requirements
- PE includes many **ICT** opportunities for use of recording and analytical technology

Working in pairs, groups and teams gives children the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences.

## Resources

The school is very well resourced for PE in order to support the pupils learning at different levels. The PE co-ordinator has an annual budget agreed through discussion with the Head of School to purchase and replace equipment.

Gymnastics apparatus and mats are stored in the hall. All other PE resources are stored in the PE Room.

Any equipment that is damaged or lost should be reported to the physical education co-ordinator as should equipment that is required but not readily available.



## **Assessment, Recording and Reporting**

Assessment in PE takes place mainly informally, during lessons, through discussions and observation. It is a continuous process and is integral to all teaching and learning.

A pupil's achievement in PE is reported to parents through the annual written report.

## **GIFTED AND TALENTED**

Children with greater than average ability in PE should be identified and encouraged, and opportunities provided for them to develop to their full potential, both within the school curriculum and by provision of extra-curricular activities.

## **Monitoring and Evaluation**

The purpose of monitoring and evaluating activities is to raise the overall quality of teaching and levels of pupil attainment. The school SLT will monitor the quality of teaching and learning. The monitoring will include:

- Scrutiny of planning;
- Quality of teaching and learning through lesson observations and feedback;
- Moderation of children's standards during activities;
- Informal monitoring through discussion with class teachers and observations.

# UPTON JUNIOR SCHOOL COMPUTING EDUCATION POLICY

## What is computational thinking?

*"A high quality computing education equips pupils to use computational thinking and creativity to understand and change the world."* (Computing National Curriculum)

*Computational thinking allows us to develop skills and techniques to help us solve problems effectively, with or without the aid of a computer. Computational thinking is not 'thinking like a computer' – computers are not capable of thought. Rather, it is learning to think in ways which allow us, as humans, to solve problems more effectively and, when appropriate, use computers to help us do so.*

Upton's Computing lessons are structured around 5 Key approaches. Collaborating, Creating, Debugging, Persevering and Tinkering. Throughout all the Computing lessons, these approaches underpin how the children will access their learning. They will "tinker" with new ideas and programs, create algorithms and solves tasks by preserving and debugging their work.

Alongside our approaches we have Key Concepts that we try to develop over the 4 years.

- Decomposition - Decomposition is breaking a problem or system down into its parts.
- Abstraction - Abstraction is identifying what is important and leaving out detail we do not need.
- Evaluation - We use evaluation when we make judgements based on different factors, such as design criteria and user needs.
- Patterns - By spotting patterns we can make predictions, create rules and solve other problems.
- Logic - Logic helps us to establish and check facts, and make predictions.
- Algorithm - An algorithm is a precise sequence of instructions, or set of rules, for performing a task.

Within the classroom the children will develop digital literacy. Ranging from working with Desktop publishing tools to word processing, searching and using the internet safely to using online services effectively

Computational thinking involves 6 different concepts and 5 approaches to working:



As pupils progress through key stage 2 they can demonstrate increasing levels of computational thinking as their cognitive ability develops; decomposing to an increasing number of levels, designing algorithms and implementing programs with increasing confidence.

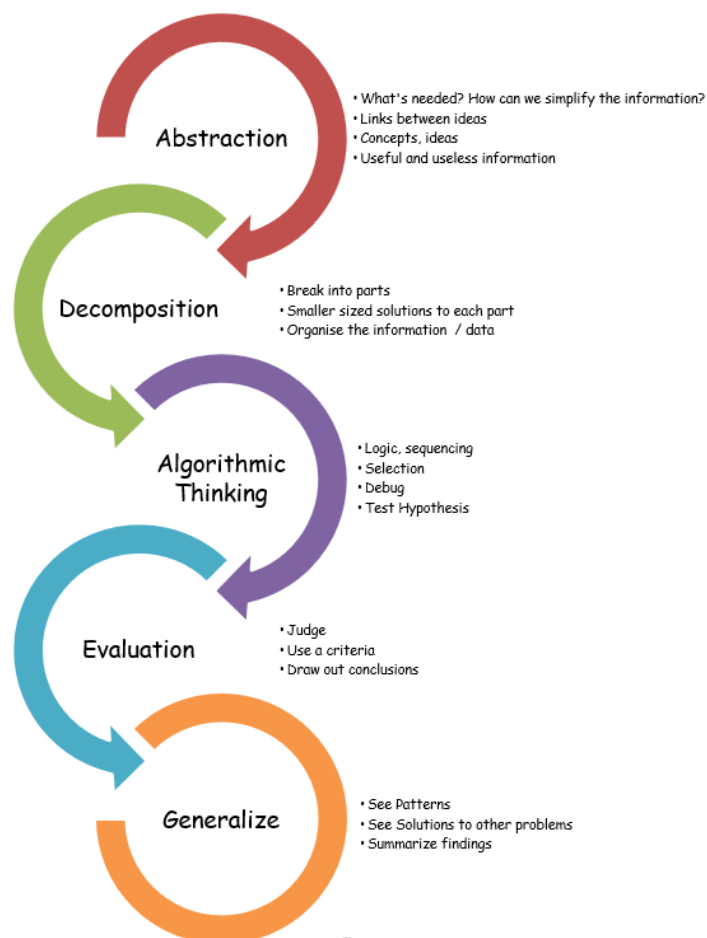
They can spot patterns and abstract more readily, focussing on relevant detail only; for example in maths working out that if they complete a multi-step problem in a particular way, are more likely to reach the correct answer (or vice versa!).

Computational thinking approaches become more familiar, for example, pupils can debug a problem more effectively, whether that is finding and correcting grammatical errors in a piece of text or code, either independently or collaboratively.

A classroom culture in which collaboration and 'trying-things-out' (tinkering) is actively encouraged, while over-reliance on the teacher is discouraged can help to build pupils' confidence alongside their computational thinking.

[arefootcas.org.uk/wp-content/.../Computational-thinking-Barefoot-Computing.pdf](https://arefootcas.org.uk/wp-content/.../Computational-thinking-Barefoot-Computing.pdf)

**Viking Academy Trust – Understanding the terminology of Computational Thinking**



- **Aims**

- To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their activities
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the computing National Curriculum
- To use computing as a tool to support teaching, learning and management across all areas of the curriculum
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum.
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of computing in developing and maintaining links between other schools, the local community including parents and other agencies.
- Use I pads, Laptops and Computers to access Computing Curriculum.

- **Objectives**

- In order to fulfil the above aims it is necessary for us to ensure:
- a continuity of experience throughout the school both within and among year groups
- the systematic progression through key stages 1 & 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of ICT resources
- that computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

By the end of key stage 2 pupils should be taught to:

**Key stage 2**

- Pupils should be taught to:
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **Promoting British Values in Computing**

### **Democracy**

Listening to everyone's ideas in order to form a majority.

Working as part of a team and collaborating to use computing devices effectively.

### **Rule of Law**

Developing knowledge of lawful computing behaviours. Copyright and PEGI (Advisory)

Demonstrating respect for computing laws.

### **Individual Liberty**

Taking responsibility for our own computing behaviours. (Online and in Gaming)

Challenging stereotypes and bias.

Exercising rights and personal freedoms safely through knowledge of E-safety.

### **Respect and Tolerance**

Showing respect for other cultures and values when undertaking research using computing devices.

Providing opportunities for pupils of all backgrounds to achieve in computing.

### **Mutual Respect**

Everyone is entitled to their own opinion

Keeping important parts of your identity, like your personal information safe and private

(We all have a unique identity. #Free\_To\_Be\_Me SID2020)

## **Equal Opportunities.**

In delivering the Computing curriculum, teachers should respect individual needs with regard to race, gender and special educational needs including pupils with physical, emotional, behavioural and learning difficulties and those with special abilities.

## **Provision**

The school has a fully functional suite linked to a network server. In addition, every class has access to laptops networked to the server, a PC connected to the Interactive whiteboard. All computers have Broadband Access to the Internet.

Use of the suite is timetabled to ensure every child has access and that the scheme of work for computing is delivered.

iPads, hand-held video cameras, stills cameras and visualisers are available to support and enhance both the computing and the learning challenge curriculum. There are sessions available for teachers to use the suite for teaching in other subjects. Every member of staff has a laptop and Computer that can be linked directly to the network and/or the interactive teaching display. In addition to this there is a trolley with iPads, Laptops and Netbooks which can be booked during the day.

# Music Policy

Music is a National Curriculum Foundation subject and it is a statutory requirement that it be taught to all pupils at KS2

## PHILOSOPHY/RATIONALE

The arguments for including music for all children in a National Curriculum are compelling for many reasons:-

“There seems to be general agreement that what we want for our children is a fuller, richer life. Music helps to develop a finer aesthetic sense, it offers a chance to participate in something active, creative and joyful. The emotional development of children seems particularly heightened when music has its place in integrated learning.” **(D.E. Pennington, 1973).**

“Teaching and learning in the arts can promote whole brain integration, which is the key to achievement in any subject or social area” **(Richard Crozier, 1999).**

“Children need to be taught how to listen. Listening skills are important to progress being made in all areas of the curriculum, and music education can play a vital role in developing listening skills, concentration span and memory.” **(Gordon Pearce, 2000)**

The National Curriculum states the importance of music. It claims that music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils’ ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

For these reasons, music is highly valued by this school, and all children are provided with numerous opportunities for music making, both within the curriculum and by extra-curricular activities.

## AIMS AND PURPOSES

The fundamental aim of music education is to help children appreciate and achieve musical quality.

By engaging children in making and responding to music, music teaching offers opportunities for them to:-

1. Develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality
2. Acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music-related career.
3. Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example; listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Music also contributes to the wider aims of primary education. The use of music can both enrich learning in other subjects and consolidate musical skills, knowledge and understanding.

**Music can enrich understanding of time, place and culture** by providing a window into other societies, through exploring the words used in songs and the way music is used e.g. for worship, home entertainment, work (e.g. history, geography, English, art and design, RE and PSHE).

**Music can enrich understanding of emotion** by providing a stimulus for expressive work in other art forms and discussion of feelings (e.g. in dance, drama, English, art and design, PE and PSHE).

**Music can enrich understanding of structure** by providing aural examples of ways in which ideas can be developed, repeated and connected (e.g. in writing, poetry, creating dances).

**Music can enrich understanding of sound** by exploring the ways sound can be changed (in science).

Different thinking skills are also developed through musical activities including information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.

## **CONTENT**

At all key stages music should:

- \* develop each of the interrelated skills of composing, performing and appraising in all activities.
- \* extend these skills by applying listening skills and knowledge and understanding of music. In particular, by making and responding to a wide range of music, children should be helped to understand:
  - \* how sounds are made, changed and organised, for example through the use of musical elements and structures;
- \* how music is produced and communicated, e.g. through the use of instruments and musical processes including relevant symbols and notations.
- \* how music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

During Key Stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

## **Assessment, Recording and Reporting**

During the year, in each unit of work, a mixture of teacher, self and peer assessments are recorded in a student's personal progress and target sheet. This has descriptors that correspond to the National Curriculum for Music and show a clear progression through the different elements of Music. At the end of each year, these achievements form part of the report to parents indicating whether the child is emerging, expected or exceeding.

As additional evidence, pupils' self-assessment sheets, scores and recordings of performances may be used, and will inform end of year reporting.

## **STYLES OF TEACHING AND LEARNING**

Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of pupils. According to the task set, teachers:

- \* encourage, inspire, direct, let go.
- \* observe, help, counsel, advise, instruct
- \* prepare, lead, appraise
- \* participate in and share musical experiences
- \* manage individual, paired, small group and whole class activity
- \* control and enhance learning environments
- \* make best use of all available resources
- \* develop strengths and nurture gifts.

The learning process for children will be active and co-operative, involving them in:

- \* decision making
- \* problem solving
- \* refining and rehearsing
- \* presenting
- \* evaluating
- \* responding with feeling
- \* making music with commitment, sensitivity and accuracy
- \* directing and following musical direction.
- \* recording and notating.

## **SCHEMES OF WORK**

The required material is taught through an instrumental focus.

Each year group receives three terms of dedicated music tuition.

Time allocation for class music lessons is a minimum of 18 hours per year, plus time for assessment. Music lessons take place in termly blocks.

## **WIDER OPPORTUNITIES IN MUSIC**

At the present time, money (a per capita sum) has been made available to primary schools to give every child in KS2 the opportunity to experience learning a musical instrument, or to have high quality vocal experiences. This money appears in the school budget as Standards' Fund 116(b), and is ring-fenced for this purpose.

In this school, children will have the opportunity to learn the recorder, the violin, or to take part in vocal projects. Multi-cultural workshops will also be offered, to broaden the musical knowledge and experience of all children.

A wide range of after-school and lunchtime clubs exist to enable children to engage in meaningful music making beyond the curriculum.



## **INFORMATION COMMUNICATION TECHNOLOGY**

Every child will, during the Key Stage, experience use of ICT to capture, change and combine sounds. The music room is well equipped with up-to-date electronic keyboards for this purpose. These are regularly used for creative and skills-based learning.

## **EVERY CHILD MATTERS**

The study of music engages pupils in a variety of planned activities matched to their age, stage, ability and any special needs. Through differentiation, teachers allow for the different pace at which individuals progress within the activities of composing, listening and appraising and will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve this it is essential to be aware of and build on individuals' previous experiences and achievements in music within and beyond the school.

All pupils, regardless of race, gender, ability or social origins have an entitlement to experience, enjoy and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, children are guided towards musical activities and experiences in which they can succeed. Opportunities exist for all children, regardless of ability to pay, to take part in extra-curricular activities, including the learning of musical instruments and participating in overseas trips. Regular fund-raising activities take place to assist with this.

Positive steps are taken to encourage more active participation in music by boys in the Upper School.

## **GIFTED AND TALENTED**

Children with greater than average ability in music should be identified and encouraged, and opportunities provided for them to develop to their full potential, both within the school curriculum and by provision of extra-curricular activities.

## **BREADTH AND BALANCE**

Music is studied from a variety of perspectives, endeavouring to keep a balance in creative, interpretative, aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout the key stage. Content will be selected to ensure pupils receive a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a variety of styles from different times, places and cultures, and by well-known composers and performers, past and present.

## **EXTRA-CURRICULAR MUSICAL ACTIVITIES**

Individual and group instrumental lessons on brass, woodwind, string, drum and keyboard instruments are available through Kent Music School or private peripatetic teachers during school time. Parents pay privately for these.

Lunchtime and after school activities are arranged by the music specialist, and provide opportunities for all children throughout the school. They include; Choir, Rock Band, Recorder Club, String Group, Ukulele Club, Folk Band, Keyboard Orchestra, O2 Singing Club and Classical Guitar Club.

## **HEALTH AND SAFETY**

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as tape recorders and keyboards. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards, audio equipment and overhead projectors. Trailing wires present a hazard and teachers will ensure that electronic equipment is used only adjacent to main power points. Annual electrical tests will be undertaken in line with school policy. In some environments high sound levels of music can be a

hazard to hearing. It is important that teachers monitor this and, in small rooms, the use of large percussion instruments.

When groups of children are taken out of the confines of the school environment, particularly for overseas trips, a rigorous risk assessment is undertaken and strict safety guidelines put into place for all students and supervising adults.

### **RESOURCES**

The school has a large and comprehensive range of tuned and untuned percussion instruments, electronic keyboards and CD's. These are stored in the Music Room.. A large number of brass instruments, and full class sets of violins, ukuleles and recorders are available for use.

### **RESOURCING**

There is no dedicated budget for music. However, the government funded Standards' Fund money (116a) can be used for certain expenses incurred yearly. This can be used only for specific purposes and may not be used for routine curriculum expenses.

### **MANAGEMENT AND ADMINISTRATION**

Administration relating to the music curriculum, use of resources, extra-curricular activities, instrumental lessons, public performance, visits by visiting musicians, visits to musical events and generation of additional funding is the responsibility of the subject co-ordinator.

The upkeep of the Music Room and resources is the responsibility of the subject co-ordinator, and children will be encouraged to keep the room tidy.

### **COMMUNITY LINKS**

Music is used to forge strong local community links, with children regularly participating in local functions e.g. Dickens Week, Christmas charity concerts etc. and in the local competitive Music Festival. Music is one of the very public faces of the school, and the expected high standards of both performance and behaviour should enhance positive public opinion and strengthen community links.

# **ENGLISH POLICY**

## **Rationale:**

The school's policy is informed and guided by the prescriptions for the subject set out in the Key Stage 2 National Curriculum Programmes of Study for English including reading, writing, spelling and punctuation.

The development of the English curriculum at Upton stems from language development which underpins the learning that takes place as a child's language is the medium through which he or she learns. English makes a major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his/her world; the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that it underpins the fundamental language development for all.

## **Principles of Teaching and Learning:**

For Key Stage 2, Teaching and Learning in English is based on the framework of the National Curriculum Programmes of study. It is important to remember that the National Curriculum in English is much broader so it is necessary to develop some aspects of English, such as speaking and listening and developing writing, outside of this curriculum. The wider curriculum provides a wealth of opportunities to continue, deepen and extend learning in English. Within this, a wide range of teaching styles and strategies need to be adopted to match children's specific needs and learning styles and thus enable effective teaching and learning to take place.

## **Planning and Organisation:**

### **Breadth and Balance**

Teachers should have a clear idea of the knowledge and skills to be taught in:

- Reading - Word reading
- Reading - Comprehension (listening and reading)
- Writing – transcription (including spelling and handwriting)
- Writing – Composition
- Writing – Vocabulary, grammar and punctuation

Whilst striving to maintain a balance and ensuring necessary breadth we recognise that certain modes may require special emphasis at a specific time and for a specific purpose (e.g. listening/ phonic development) but that such skills must be developed within a framework which is meaningful for the child.

A range of genres and texts will be selected to ensure that children get a balance drawn from a variety of resources (linguistic, cultural, and historical).

Planning is collaborative between each year group and is driven from the key objectives in the English National Curriculum Programmes of Study. Teachers then design the activities to meet the particular objective and the individual needs of the children, making specific links with other curricular areas where appropriate. This approach allows for individual teacher initiative and offers more scope for teaching and learning to take place whilst maintaining progression and consistency across each year group and across the school as a whole.

## **Reading:**

At Upton, children begin the reading curriculum using whole class texts ensuring a focus on inference and vocabulary understanding. Many other teaching and learning activities in reading ensure that Upton promotes reading and provides a stimulating literature rich environment:

- Home reading books and the expectation of frequent home reading and monitoring of this
- Volunteer readers
- Regular reading 1:1
- Library visits
- Use of feature book corners
- Use of literature across the curriculum
- Reading buddies scheme
- Pre-reading and re-reading
- Termly reading challenges
- Promotion of reading ambassadors
- Challenge reading books

Reading lessons are taught discretely from writing and SPAG lessons but the content of guided reading lessons should directly feed in to writing teaching and learning.

Guided Reading is taught through a 5 lesson schedule. The order of the lessons should be adjusted in order to suit the text under study and the needs of the children in each class.

Reciprocal reading skills need to be taught at the start of the year so that they children are fluent in the structures, procedures and language of summariser, clarifier, questioner, and predictor (and boss if using 5th role).

**Lessons should constitute:**

- 2 comprehension (every other week poetry)
- 2 reciprocal reading
- 1 drama/vocabulary focus

Reciprocal reading may also drive or be an important part of comprehension, drama and poetry lessons. The sequence of lessons must be designed by class teachers in response to texts, writing lesson planning and needs of the children.

Pupils are heard reading on a 1:1 basis regularly by adults who will work to develop their reading fluency and comprehension skills.

**Writing:**

Writing should be formally recorded at least three times per week. Planning for writing must create a learning journey and a build-up of skills to a specific outcome. Children should be taught to master the skills of different text types and genre through the rapid building of the skills required to shape them.

Writing rehearsal should begin at the very start of the lesson. Writing will be taught through: shared, guided, modelled, paired and independent writing. Through any teaching input, children should be taught a particular writing skill, have it modelled to them and then rehearse and improve upon it before writing independently.

Drafting, editing and improving lessons are an important part of the writing process. Editing and improvement lessons must have a specific focus and learning intention. Editing must be carefully modelled by class teachers so that children master the skill of self-review.

Big write sessions are expected once every three weeks. These may be stand-alone sessions or linked to another area of the curriculum. The learning intentions for these lessons should still be skill focused – not general intentions relating to text type or task.

### **Spelling:**

Spelling is taught through the Ruth Miskin spelling scheme (Read Write Spell) in discrete lessons. However, spelling rules must also be referred to across the curriculum and avoidable or careless spelling mistakes should be pointed out to children through feedback to ensure a culture of high expectations. Regular spelling investigations will also take place.

### **Punctuation and Grammar:**

Punctuation and grammar lessons are taught through a progressive programme of study. PaG skills are taught explicitly and then feed into the writing for the rest of the week. See the PaG programme of study to see what must be covered in each year group.

\* Some texts will change throughout the year based on specific year group needs.

\* Classic texts will be read to children and added to the curriculum

### **Coverage of Genre and Text Type:**

In order for children to make at least good progress and to meet the requirements of the national curriculum, a range of genre and text types should be taught in all year groups. Planning for these should be in response to the learning needs and next steps of individual classes and cohorts. Children must experience writing across a range of text types and genre but it is expected that each style or type of writing be taught explicitly through sequences of lessons so that children master the skills required appropriate to their ages and stages. Writing lessons should also allow children to experience writing across the curriculum, to construct shorter pieces focused on a particular skill and to write at length employing a range of skills within one piece. The following text types and genre should be studied and taught:

	Settings and character descriptions, sections of narrative – action, suspense, quest/adventure/myths Information texts, non-chronological reports, explanation texts Variety of recounts to show viewpoints – diaries/letters/opinions/reviews/persuade etc. Poetry – classics, performance, language play and imagery
	Differing cultural and historical settings – character and setting descriptions, scene/section/chapter writing, Explanation and information texts Variety of persuasion texts – including structured viewpoint Stories in imaginary worlds Recount – including newspaper reports

	<p>Issues and dilemmas – letters / diary entries / reports</p> <p>Playscripts</p> <p>Poetry – imagery, form and classics</p>
	<p>Variety of recounts including viewpoints / bias</p> <p>Extended narratives (including building setting, character, action and linking sections of narrative, building suspense, tension etc.)</p> <p>Persuasion – extended argument of an opinion or view – structured and evidenced by examples, advertisements, blogs etc</p> <p>Classical poetry– using to form own verse and as a basis for writing a variety of texts including the innocence or guilt</p> <p>Narrative including figurative language</p> <p>Explanation texts</p>
	<p>Differing genre – how to start / construct / make links within differing genre – including use of mood, tone, atmosphere, flashbacks, suspense etc.</p> <p>Journalistic and report writing – extended pieces covering a variety of topics – demonstrating balance, bias and a variety of viewpoints. Also using different techniques to influence and create impact on the reader.</p> <p>Biographies and autobiographies</p> <p>Arguments – persuasions moving in to creating balanced arguments</p> <p>Variety of recounts</p> <p>Narratives</p>

## **Challenge for all children**

Challenge for all children is a vital aspect of the curriculum. Challenge can be planned in to lessons in the following ways (but this list is not exhaustive):

Year 3	<p>Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.</p> <p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.</p> <p>Use coordinating and subordinating conjunctions to join clauses.</p> <p>Organise sections logically within a theme, often independently.</p> <p>Identify and use a wide range of prepositions appropriately.</p> <p>Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.</p> <p>Correctly use determiners a and an.</p> <p>Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.</p>
Year 4	<p>Write in a variety of forms to suit purpose and audience, using many appropriate features.</p> <p>Organise writing into meaningful paragraphs.</p> <p>Effectively use a range of presentational devices, including use of title and subheadings.</p> <p>Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she...,</p> <p>Use high quality noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use dialogue to show character and to advance the action. Balance dialogue with narrative.</p> <p>Describe characters, settings and plot, with sufficient detail to capture the reader's interest.</p> <p>Evaluate own and others' writing; proof read independently and make assured revisions.</p>
Year 5	<p>Use colons and semicolons to mark clauses</p> <p>Range of clause structures within a piece of writing and within sentences.</p> <p>Passive voice</p> <p>Use a range of parenthesis and choose the best type for the style and structure of writing.</p> <p>Use informal and formal vocabulary – make choices across writing to show characterisation</p> <p>Use a range of cohesive devices</p>
Year 6	<p>Passive and active voice, changing viewpoints and perspectives, changing the text type.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form.</p> <p>Show control over levels of formality and manipulate grammar and vocabulary to achieve this.</p> <p>Use the full range of punctuations taught at KS2 correctly and use it precisely to enhance meaning and avoid ambiguity.</p>

# Maths Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of Mathematics at Upton Junior School in accordance with the National Curriculum 2014.

At Upton, we are on an exciting journey to Teaching for Mastery. We value the importance of teaching approaches that give pupils the best chance of securing both deep understanding of mathematical concepts and a varied fluency in applying them.

At Upton, teachers strive to deliver both depth and breadth and ensure that pupils grasp the fundamental concepts that unlock the door to mastery. We also want pupils to have a Growth Mindset 'can do' attitude, by being resilient, determined in the face of a challenge, cooperative, creative and most importantly, having a positive attitude to making mistakes and seeking solutions.

## **Representation and structure:**

- To provide concrete and pictorial experiences so that pupils acquire a sound understanding of mathematical skills and concepts.
- To use concrete and pictorial approaches to access the. Additionally, to see patterns and make connections.
- To develop pupil's confidence in mathematical understanding so they see the relevance of mathematics in the outside world.

## **Variation:**

- To enable pupils to think logically and work in a systematic way.
- To allow pupils to apply what they have learnt in a variety of ways, e.g. systematic, imaginative, independent and co-operative.

## **Fluency:**

- To ensure that pupils become fluent and accurate at rapid recall of number facts.  
(Number facts, times tables, making connections.)

## **Mathematical Thinking:**

- To enable pupils to communicate through mathematics by discussion, so developing their conceptual understanding and verbal reasoning.
- To give opportunities for pupils to investigate and make discoveries for themselves.
- To follow chains of reasoning and make connections.
- To ensure that pupils have an in-depth knowledge of mathematical vocabulary and its meaning.
- To enable pupils to make links within mathematics and with other areas of the curriculum.

Within the terms mastery and greater depth mastery, all pupils require depth in their learning and understanding. All pupils are required to:

- Use mathematical concepts and facts and procedures fluently.
- Recall key number facts with speed and accuracy and calculate unknown facts.
- Use understanding to reason and explain a mathematical problem.



### Mastery:

- The child can describe in his/her own words.
- The child can represent their learning in a variety of ways- concrete, pictorial, abstract.
- Explain it to someone else.
- Make up his/her own examples.
- Make links and see connections between facts/ideas/patterns etc.
- Recognise it in a new context.

### Mastery with Great Depth:

- Solve problems of greater complexity (where the approach is not immediately obvious) and they can demonstrate creativity in their approach.
- Independently exploring and investigating mathematical contexts and structures.
- Communicating results clearly and systematically.
- Explain and generalise about mathematics.

### Concrete, Pictorial and abstract approach

CPA approach: Planning has a concrete, pictorial and abstract approach because we believe that all pupils, when introduced to a key new concept need the opportunity to build competency in this area by taking this approach.

The conceptual understanding and fluency of pupils is strengthened if they experience concrete, pictorial and abstract representations of a concept. Moving between these approaches enables pupils to connect abstract symbols with familiar contexts, which supports pupils in making sense of maths.

**Concrete** – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

**Abstract** – both concrete and pictorial representations should support children's understanding of abstract methods.

### What does Teaching for Mastery look like at Upton?

- At Upton we aim to use mixed attainment learning partners to embed cooperation and verbal reasoning skills.
- Classes/math groups are kept closer together and working on similar concepts.
- All pupils use the CPA approach.

- We are working to reduce differences in attainment for our struggling learners, whilst at the same time offering rich mathematical opportunities for all.
- Differentiation is provided through the level of time and support a child needs. Additional support may be provided in the following ways: further use of equipment to expose the structure of the maths, careful directed questioning and CT guided group rapid intervention/adult support or a scaffolded version of the learning objective.
- SEND- Pupils who are working significantly below the year group objectives are to close the gap and may be part of focus groups to enable this.
- Challenge- “deeper thinking” is provided in every lesson for all children. These challenges encourage children to think more deeply about the mathematical concepts. All children need to be exposed to solving problems and the rich discussions and mathematical language that is used when thinking deeply.
- Children are offered rich and sophisticated problems, rather than acceleration through new content.
- We are work towards a model of same day/next day intervention, to enable all children to “keep up- not catch up.”

### What does the learning look like at Upton?

- Fluency takes place every day.
- All pupils have access to concrete manipulatives to deepen their understanding before abstract methods are introduced.
- Pupils use appropriate resources selected by the teacher to support them in the representation of the maths and to reveal the maths behind a concept.
- Teaching is episodic (ping pong questioning back and forth) which provides an opportunity for teachers to use deeper questioning and check pupils understanding as they go along. E.g. Can you explain? What did you notice? can you compare? What is the same/different? How do you know? Can you prove it? What is the odd one out? True or false? This also supports rapid interventions of misconceptions.
- Reasoning forms a key part of every mathematics session. Pupils will use and apply the skills practiced during the input task to a varied context or problem to deepen their understanding.
- Pupils are given lots of opportunities to explore how answers to the questions and challenges were obtained, why the method or strategy worked and what might be the most efficient method/strategy
- All pupils should be using stem sentences. E.g. I noticed, I saw, If, I agree because, I disagree because, I think etc. These develop children’s conceptual understanding and fluency and encourages mathematical reasoning.
- At Upton we expect children to use mathematical vocabulary and full sentences to discuss their mathematical ideas. E.g. T: What is  $5 \times 2$ ? C: I know that  $5 \times 2$  is 10. The quality of the pupils conceptual understanding and reasoning is enhanced, if they consistently use the correct vocabulary and explain their ideas by using complete sentences.
- Each lesson has a challenge element to broaden and extend pupils of all abilities.

### Assessment:

- Teachers record formative assessment against the National Curriculum objectives. Our assessment system allows teachers to identify underachievement and gaps in knowledge and understanding.
- Ongoing pupil progress will be monitored and tracked using Upton Junior progression and assessment sheets for each year group.

- Maths assessments will be recorded on Bromcom by teachers on a termly basis and feedback of whole school data will take place each term.
- All teachers carry out White Rose end of term assessments at the end of each term.

### Working walls

Each class must have a maths display board. For each key National Curriculum program of study statements, teachers will have the current and relevant vocabulary and concrete, pictorial and abstract methods on display on the live working wall so that children can refer back to previous learning or key concepts. Ideas for a maths working wall include:

- Key vocabulary for the block
- Symbols
- Number lines
- 100 squares
- Multiplication squares
- Pupil's work
- Images of CPA
- Step by step approaches to calculations
- Questions to answer or research
- Stem sentences
- Problems and puzzles to solve

The working walls must reflect the current White Rose planning and be built up over time with the children.

### Maths equipment

All classes should have a maths equipment table/area in class or in the shared area and resources should be clearly labelled.

### Maths resources should include:

- Numicon
- Arrow cards
- Place value counters
- Base 10 or Dienes Apparatus
- Number lines
- 100 squares
- Multiplication squares
- Bead strings/dice
- Key mathematical vocabulary linked the objectives being taught

## 1. INTRODUCTION

The 2014 National Curriculum provides a structured and systematic approach to the teaching of calculation. The aim is for mental calculations and written procedures to be performed efficiently, fluently, and accurately with understanding. Procedures and understanding are to be developed in tandem. End of Key Stage expectations are explicit in the programme of study.

At Upton Junior School, we have a consistent approach to the teaching of written calculation methods in order to ensure continuity and progression across the school.

Across all year groups, we follow the White Rose Maths programme, teaching across the three seasonal terms in blocks to deepen understanding. Teachers draw on a range of resources we have available to create the best possible learning environment for our pupils, moving the children from the stages of concrete to pictorial and lastly to abstract. We follow the Calculation Policy created by White Rose Maths ensuring that by the end of KS2 children have a secure concrete method to use in all calculation areas.

## 2. AGE RELATED EXPECTATIONS

This Calculation Policy is organised according to age appropriate expectations as set out in the National Curriculum 2014, however it is vital that pupils are taught according to the stage that they are currently working at, being moved onto the next level as soon as they are ready, or working at a lower stage until they are secure enough to move on. Please view the guidance below as to how the Calculation Policy is structured across year groups.

The White Rose Calculation Policy Guidance:

	Year 3	Year 4	Year 5	Year 6
Addition	Column method- regrouping. Using place value counters (up to 3 digits).	Column method- regrouping. (up to 4 digits)	Column method- regrouping. Use of place value counters for adding decimals.	Column method- regrouping. Abstract methods. Place value counters to be used for adding decimal numbers.
Subtraction	Column method with regrouping. (up to 3 digits using place value counters)	Column method with regrouping. (up to 4 digits)	Column method with regrouping. Abstract for whole numbers. Start with place value counters for decimals- with the same amount of decimal places.	Column method with regrouping. Abstract methods. Place value counters for decimals- with different amounts of decimal places.
Multiplication	Arrays 2d x 1d using base 10	Column multiplication- introduced with place value counters. (2 and 3 digit multiplied by 1 digit)	Column multiplication Abstract only but might need a repeat of year 4 first (up to 4 digit numbers multiplied by 1 or 2 digits)	Column multiplication Abstract methods (multi-digit up to 4 digits by a 2 digit number)
Division	Division with a remainder- using lollipop sticks, times tables fact repeated subtraction. 2d divided by 1d using base 10 place value counters	Division with a remainder Short division (up to 3 digit- concrete and pictorial)	Short division (up to 4 digits by a 1 digit number including remainders)	Short division Long division with place value counters (4 digits by a 2 digit number) Children should exchange into the tenths and hundredths column too

## 3. PROVIDING A CONTEXT FOR CALCULATION

It is important that any type of calculation is given a real-life context or problem-solving approach to help build children's understanding of the purpose of calculation, and to help them recognise when to use certain operations and methods. It is also important for children to be confident to use mental and written strategies to explain their

thinking. This must be a priority within calculation lessons. Written methods need to be viewed as tools to enable children to solve problems and record their thinking in an organised way.

#### 4. AIMS

Children will be able to use an efficient method, mental or written, appropriate to the given task, with understanding. By the end of Year 6, children will have been taught, and be secure with, a compact standard method for each operation.

#### 5. DEVELOPING EFFICIENT WRITTEN CALCULATION STRATEGIES

Children need:

- Secure mental methods which are developed from Early Years and KS1
- A solid understanding of the number system
- Practical hands-on experience including a range of manipulatives
- Visual models and images including number lines and arrays
- Experience of expanded methods to develop understanding and avoid rote learning
- Secure understanding of each stage before moving onto the next.

Before carrying out a calculation, children will be encouraged to consider:

- Can I do it in my head? (using rounding, adjustment)
- The size of an approximate answer (estimation)
- Could I use jottings to keep track of the calculation?
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#### 6. PRE-REQUISITE SKILLS FOR WRITTEN CALCULATIONS

Addition and subtraction:

- Do they know all the addition and subtraction facts for all numbers to 20?
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Multiplication and Division:

- Do they know the 2, 5 and 10 times tables and corresponding division facts?
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- Do they understand 0 as a place holder?
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These move from informal to formal methods of calculation. It is vitally important that children's mental methods of calculation continue to be practised and secured alongside their learning and use of an efficient written method for each operation.

## 7. A PATHWAY TO TEACHING CALCULATION METHODS

Expanded methods should be viewed as steps towards a standard method and not as methods in themselves.

Before beginning to record in a more refined written format, children will have had significant practical work reinforced with appropriate manipulatives, models and images.

Teachers will guide pupils to refine their written methods of recording by modelling and asking questions such as "What is the same? What's different?"

Learning will be planned to ensure pupils are encouraged to use and apply what they have learnt to problem solving tasks.

## 8. MONITORING

Class teachers and the Leadership Team, including Governors, continually monitor the Calculations Policy throughout the year. Monitoring will take place in line with the Monitoring Policy and Schedule and will involve lesson observations and book and planning scrutiny. This policy will be evaluated and revised as appropriate.

## PROGRESSION TOWARDS A STANDARD METHOD OF CALCULATION POLICY

Upton Junior School

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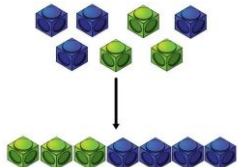
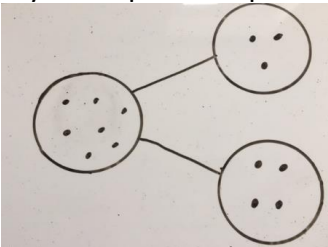
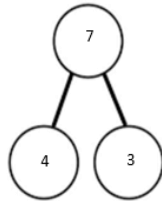
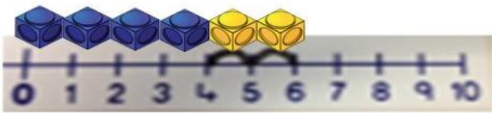
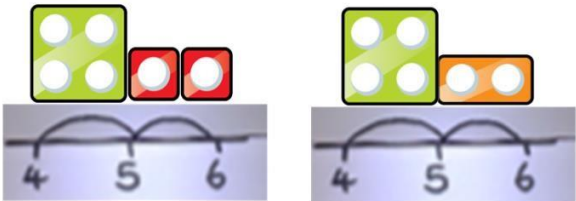
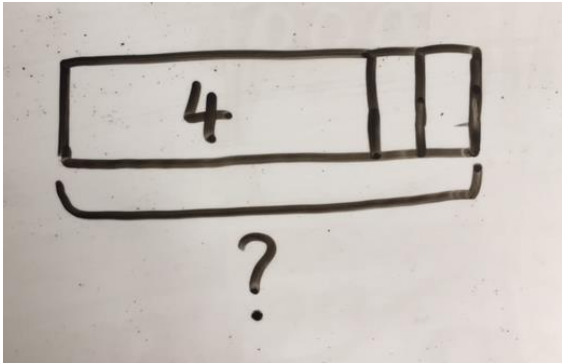

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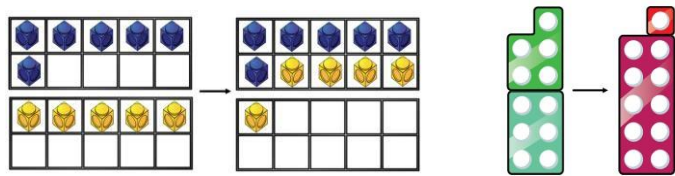
Class teachers and the Leadership Team, including Governors, continually monitor the Calculations Policy throughout the year. Monitoring will take place in line with the Monitoring Policy and Schedule and will involve lesson observations and book and planning scrutiny. This policy will be evaluated and revised as appropriate.

# Calculation policy: Addition

Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

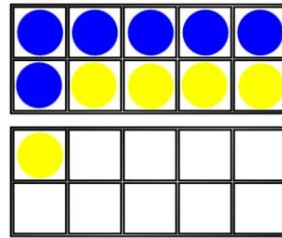
Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p><math>4 + 3 = 7</math> Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p>  	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? <math>4 + 2</math></p> 

Regrouping to make 10; using ten frames and counters/cubes or using Numicon.



$$6 + 5$$

Children to draw the ten frame and counters/cubes.



Children to develop an understanding of equality e.g.

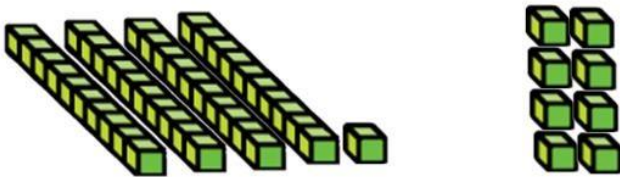
$$6 + \square = 11$$

$$6 + 5 = 5 + \square$$

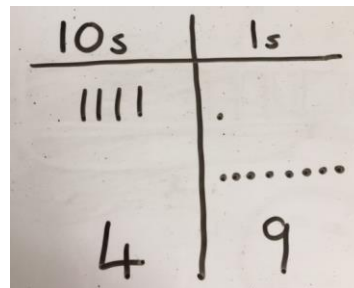
$$6 + 5 = \square + 4$$

TO + O using base 10. Continue to develop understanding of partitioning and place value.

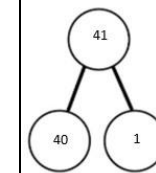
$$41 + 8$$



Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.



$$41 + 8$$



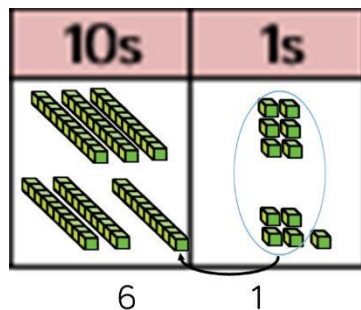
$$1 + 8 = 9$$

$$40 + 9 = 49$$

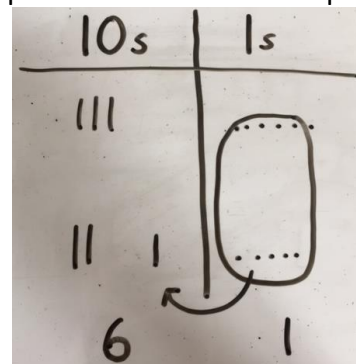
	4	1
+		8
	4	9

TO + TO using base 10. Continue to develop understanding of partitioning and place value.

$$36 + 25$$



Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

$$36 + 25 =$$

1 5

$$30 + 20 = 50$$

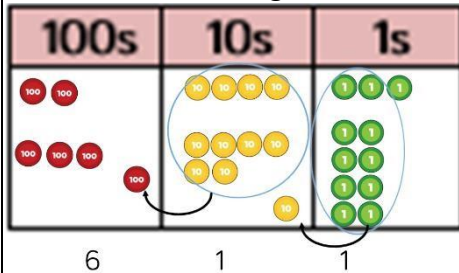
$$5 + 5 = 10$$

$$50 + 10 + 1 = 61$$

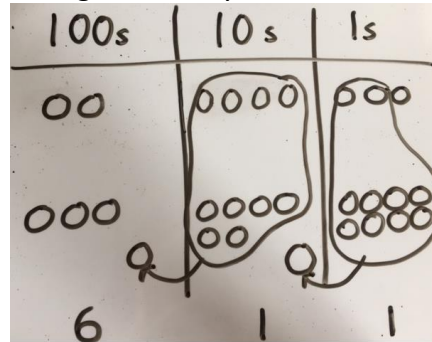
Formal method:

$$\begin{array}{r} 36 \\ +25 \\ \hline 61 \\ 1 \end{array}$$

Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.



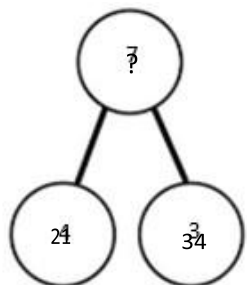
Children to represent the counters in a place value chart, circling when they make an exchange.



$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 1 \quad 1 \end{array}$$

Conceptual variation; different ways to ask children to solve  $21 + 34$

Word problems:



?	
21	34

In year 3, there are 21 children and in year 4, there are 34 children. How many children in total?

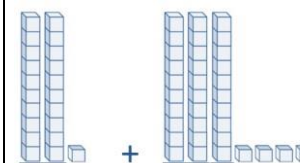
$21 + 34 = 55$ . Prove it

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

$$21 + 34 =$$

$$\boxed{\phantom{00}} = 21 + 34$$

Calculate the sum of twenty-one and thirty-four.



Missing digit problems:

10s	1s
	?
?	5

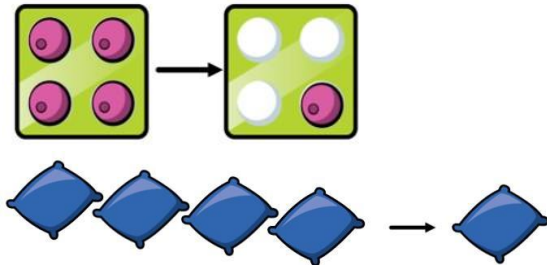
## Calculation policy: Subtraction

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

## Concrete

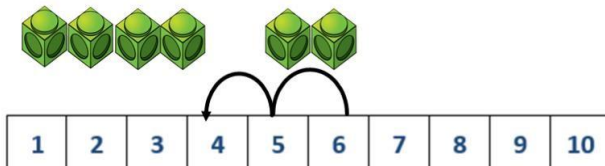
Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).

$$4 - 3 = 1$$



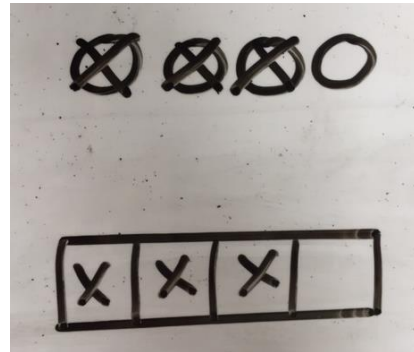
Counting back (using number lines or number tracks) children start with 6 and count back 2.

$$6 - 2 = 4$$



## Pictorial

Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.

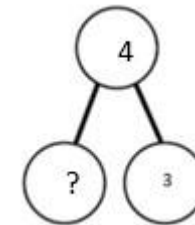


## Abstract

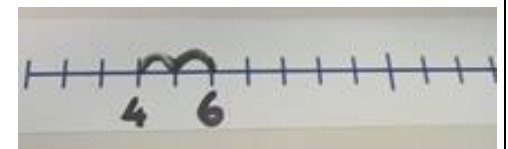
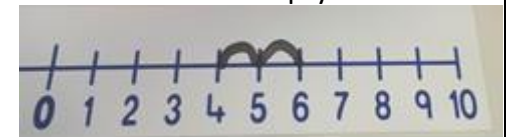
$$4 - 3 =$$

$$\boxed{\phantom{00}} = 4 - 3$$

4	
3	?



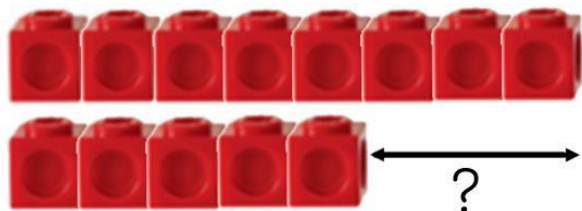
Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line



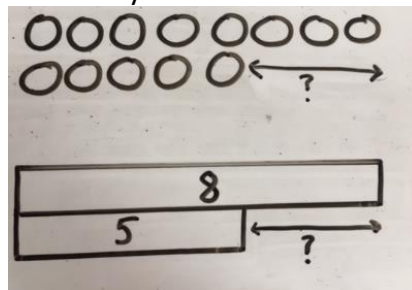


Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



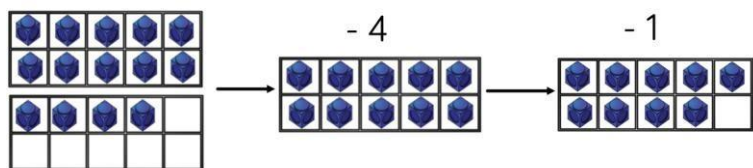
Find the difference between 8 and 5.

8 - 5, the difference is



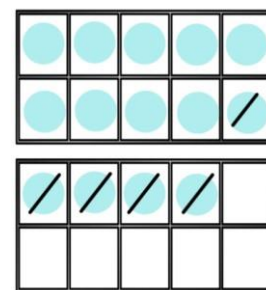
Children to explore why  
 $9 - 6 = 8 - 5 = 7 - 4$  have the same difference.

Making 10 using ten frames.



$14 - 5$

Children to present the ten frame pictorially and discuss what they did to make 10.

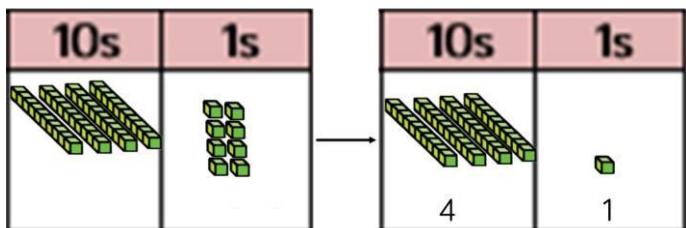


Children to show how they can make 10 by partitioning the subtrahend.

$$\begin{array}{r} 14 - 5 = 9 \\ \swarrow \quad \searrow \\ 4 \quad \quad 1 \end{array}$$

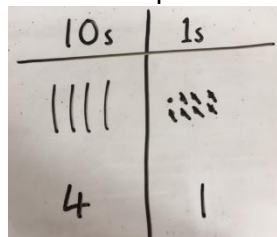
$$\begin{array}{l} 14 - 4 = 10 \\ 10 - 1 = 9 \end{array}$$

Column method using base 10.

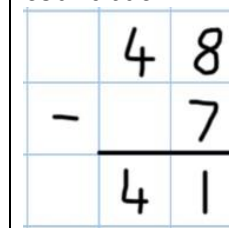


48-7

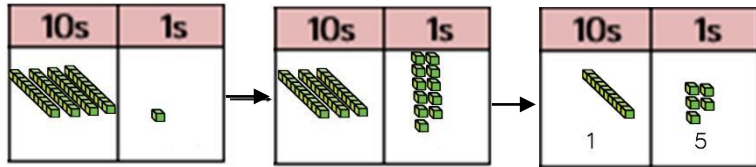
Children to represent the base 10 pictorially.



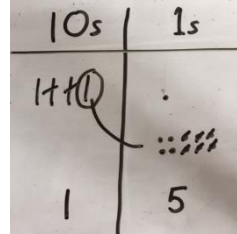
Column method or children could count back 7.



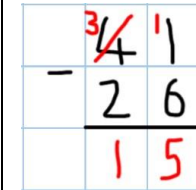
Column method using base 10 and having to exchange.  
41 – 26



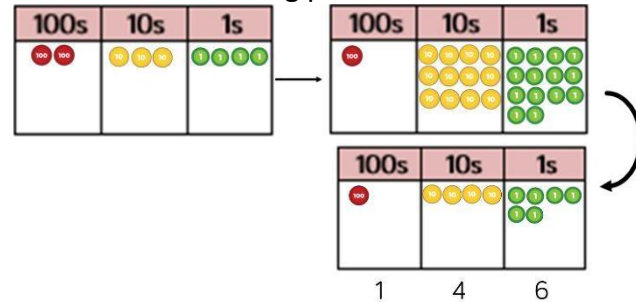
Represent the base 10 pictorially, remembering to show the exchange.



Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because  $41 = 30 + 11$ .

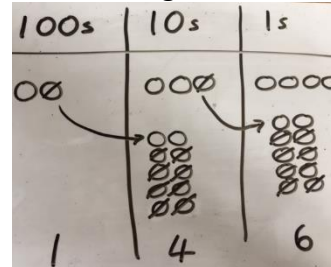


Column method using place value counters.

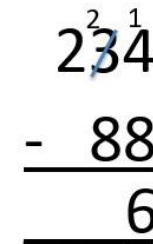


234 – 88

Represent the place value counters pictorially; remembering to show what has been exchanged.



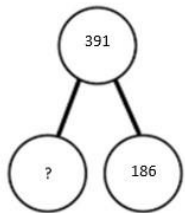
Formal column method. Children must understand what has happened when they have crossed out digits.



# Calculation policy: Multiplication

Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups.

## Conceptual variation; different ways to ask children to solve $391 - 186$



391	
186	?

Raj spent £391, Timmy spent £186.  
How much more did Raj spend?

Calculate the difference between 391  
and 186.

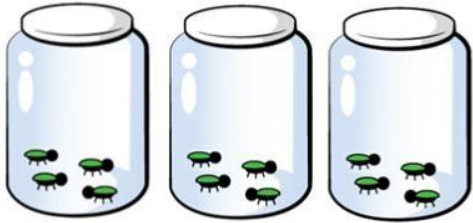

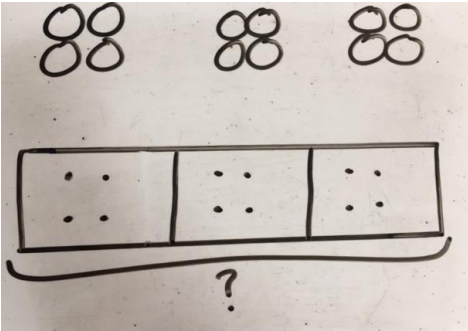
$\square = 391 - 186$

$$\begin{array}{r} 391 \\ -186 \\ \hline \end{array}$$

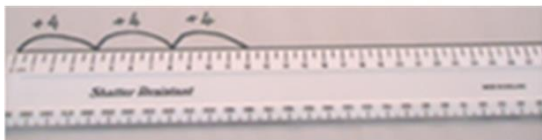
it is 186 less than 391?

Missing digit calculations

$$\begin{array}{r} 39\square \\ -\square\square6 \\ \hline \square05 \end{array}$$

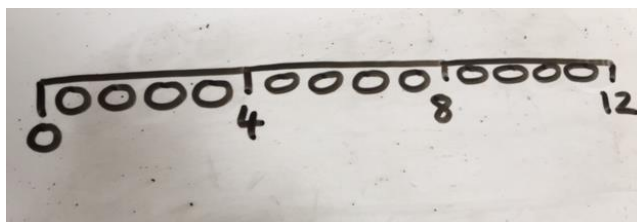
Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition</p> <p><math>3 \times 4</math></p> <p><math>4 + 4 + 4</math></p> <div data-bbox="147 352 618 576">  </div> <p data-bbox="663 316 842 467">There are 3 equal groups, with 4 in each group.</p> <div data-bbox="136 699 591 836">  </div>	<p>Children to represent the practical resources in a picture and use a bar model.</p> <div data-bbox="875 296 1341 628">  </div>	<p><math>3 \times 4 = 12</math></p> <p><math>4 + 4 + 4 = 12</math></p>

Number lines to show repeated groups-



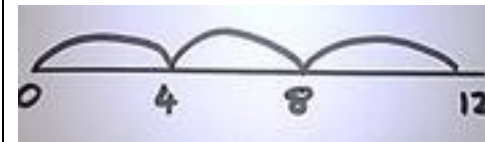
3 x 4

Represent this pictorially alongside a number line  
e.g.:



Abstract number line showing three jumps of four.

$$3 \times 4 = 12$$

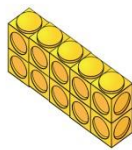


Use arrays to illustrate commutativity counters and other objects can also be used.

$$2 \times 5 = 5 \times 2$$

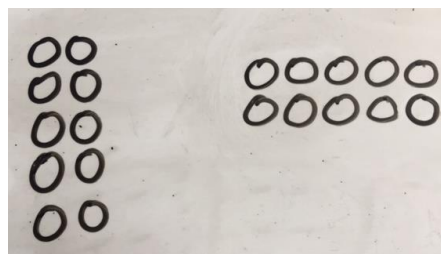


2 lots of 5



5 lots of 2

Children to represent the arrays pictorially.



Children to be able to use an array to write a range of calculations e.g.

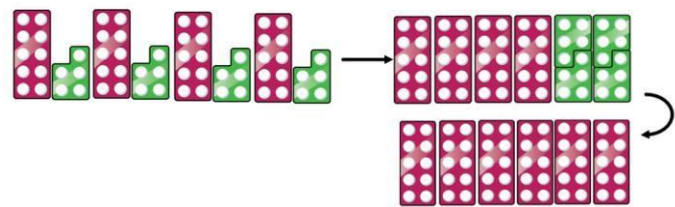
$$10 = 2 \times 5$$

$$5 \times 2 = 10$$

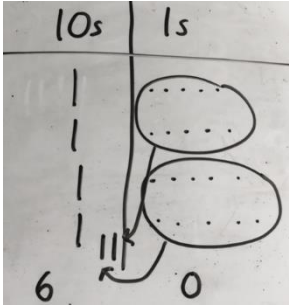
$$2 + 2 + 2 + 2 + 2 = 10$$

$$10 = 5 + 5$$

Partition to multiply using Numicon, base 10 or Cuisenaire rods.  $4 \times 15$



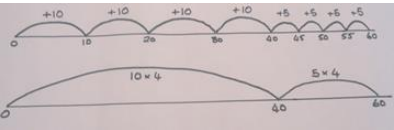
Children to represent the concrete manipulatives pictorially.



Children to be encouraged to show the steps they have taken.



$$\begin{array}{r} 4 \times 15 \\ \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$\begin{array}{l} 10 \times 4 = 40 \\ 5 \times 4 = 20 \\ 40 + 20 = 60 \end{array}$$

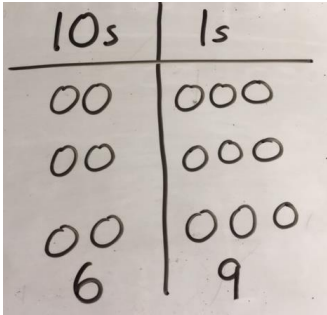


A number line can also be used

Formal column method with place value counters (base 10 can also be used.)  $3 \times 23$

10s	1s
	
6	9

Children to represent the counters pictorially.



Children to record what it is they are doing to show understanding.  $3 \times 23$

$$\begin{array}{r} 3 \times 20 = 60 \\ \swarrow \searrow \\ 20 \quad 3 \end{array}$$

$$\begin{array}{l} 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

# Calculation policy: Division

Key language: share, group, divide, divided by, half.

## Conceptual variation; different ways to ask children to solve $6 \times 23$

23	23	23	23	23	23

?

Mai had to swim 23 lengths, 6 times a week.  
How many lengths did she swim in one week?

With the counters, prove that  $6 \times 23$   
 $= 138$

Find the product of 6 and 23

$$6 \times 23 =$$

$$\boxed{\phantom{00}} = 6 \times 23$$

$$\begin{array}{r} 6 \quad 23 \\ \times \quad 23 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ \times \quad 6 \\ \hline \end{array}$$

What is the calculation?

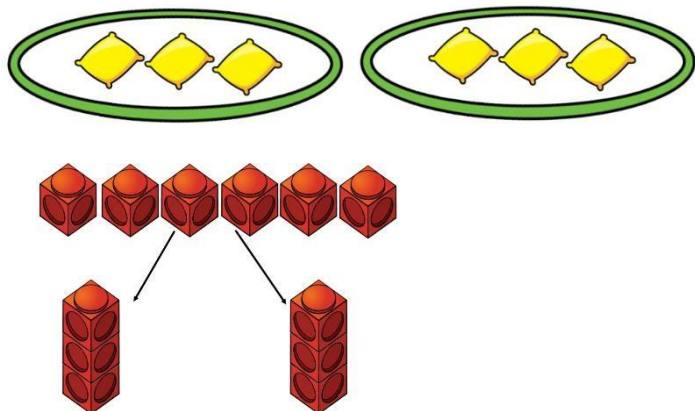
100s	10s	1s

What is the product?

## Concrete

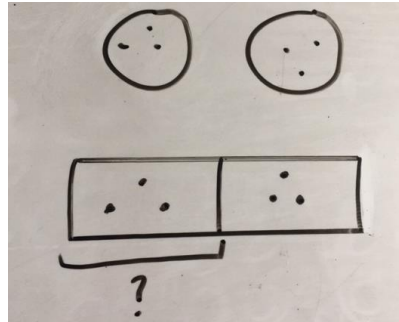
Sharing using a range of objects.

$$6 \div 2$$



## Pictorial

Represent the sharing pictorially.



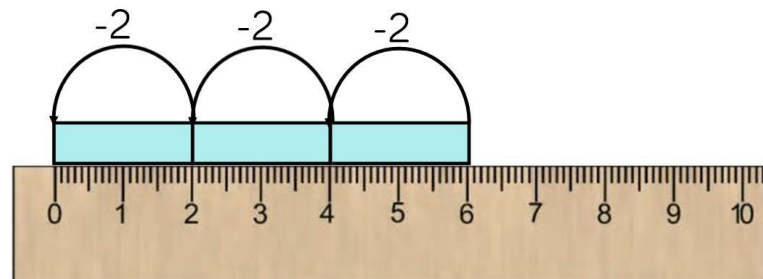
## Abstract

$$6 \div 2 = 3$$

3	3
---	---

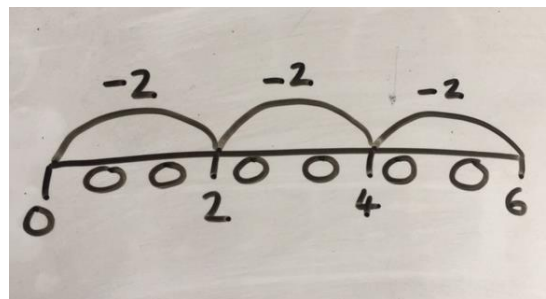
Children should also be encouraged to use their 2 times tables facts.

Repeated subtraction using Cuisenaire rods above a ruler.  $6 \div 2$

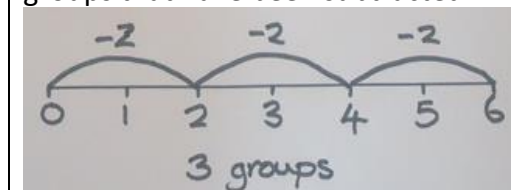


3 groups of 2

Children to represent repeated subtraction pictorially.



Abstract number line to represent the equal groups that have been subtracted.

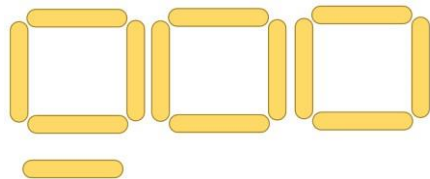




$2d \div 1d$  with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

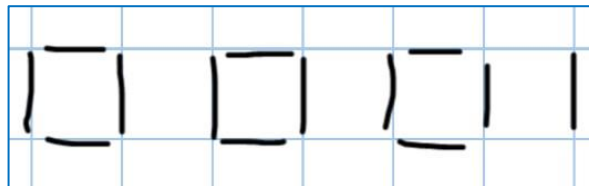
$$13 \div 4$$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks pictorially.

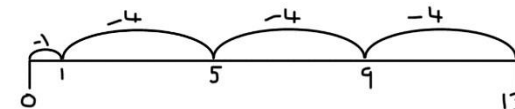


There are 3 whole squares, with 1 left over.

$$13 \div 4 = 3 \text{ remainder } 1$$

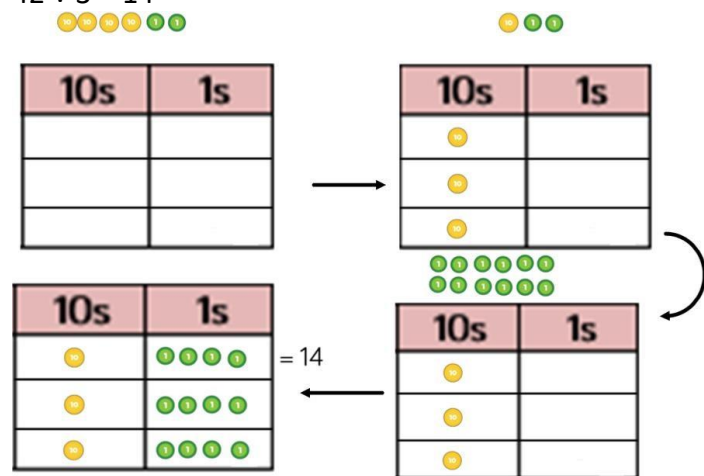
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'

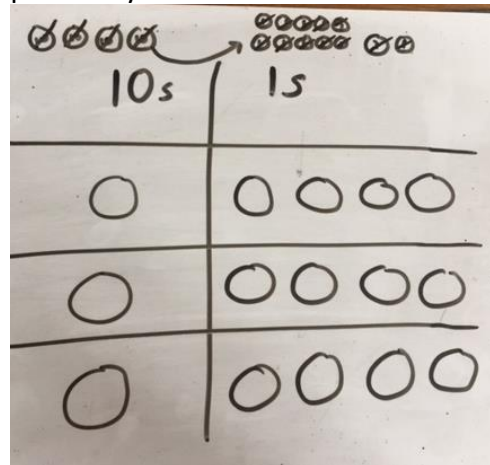


Sharing using place value counters.

$$42 \div 3 = 14$$



Children to represent the place value counters pictorially.



Children to be able to make sense of the place value counters and write calculations to show the process.

$$42 \div 3$$

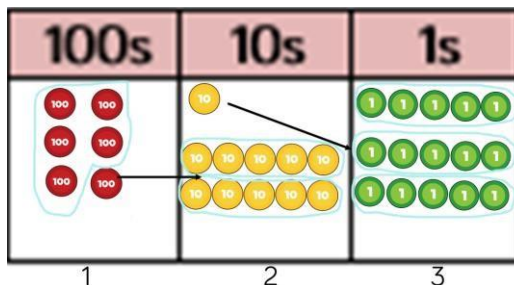
$$42 = 30 + 12$$

$$30 \div 3 = 10$$

$$12 \div 3 = 4$$

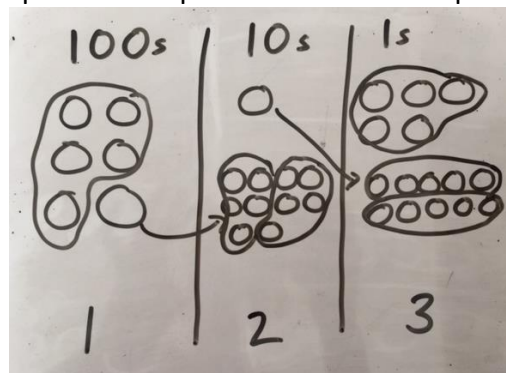
$$10 + 4 = 14$$

Short division using place value counters to group.  
 $615 \div 5$



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.



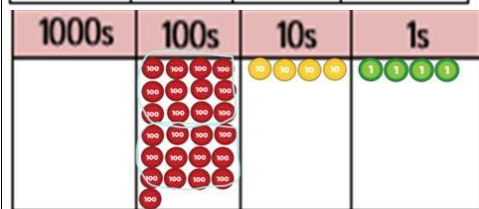
Children to the calculation using the short division scaffold.

$$\begin{array}{r} 123 \\ 5 \overline{) 615} \\ \underline{5} \phantom{00} \\ 11 \phantom{0} \\ \underline{10} \phantom{0} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

Long division using place value counters  
 $2544 \div 12$



We can't group 2 thousands into groups of 12 so will exchange them.



We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r} 02 \\ 12 \overline{) 2544} \\ \underline{24} \phantom{00} \\ 1 \phantom{00} \end{array}$$



# MFL POLICY

Learning a foreign language helps young people develop an appreciation of other cultures and deepens their understanding of the world. At Upton we aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Above all, we aim to provide opportunities for our pupils to communicate for practical purposes, so that they can use these skills within real-life situations.

At Upton the Modern Foreign Language we study is **Mandarin Chinese**. **Mandarin Chinese** opens up a world of opportunity. As the most spoken language in the world, it can connect speakers with an exciting and dynamic culture. Mandarin has been identified as one of the most important languages for the UK's future prosperity, but at this stage our aim is to open pupils' eyes to differing cultures that exist in their world.

Children become familiarised with the written word when each new item of vocabulary is introduced, and they are encouraged to make links between phonemes and graphemes as soon as possible. Pupils gradually extend their vocabulary and come to grips with using more complex language.

Upton also features a Language of the Term every term that links to 'home' languages of some of its pupils, while Year 6 prepare for their move to secondary education and more traditional MFL by linking to French pen-pals.

As well as multi-lingual displays around the school in corridors and classrooms, Upton features a greeting board outside the main reception welcoming pupils, families and visitors in ten different languages.

## Aims and Objectives

- ☐ To teach children to listen to, speak, read and write a Modern Foreign Language, being mainly French;
- ☐ To develop their speaking and listening skills;
- ☐ To develop communication skills and confidence, within an appropriate and meaningful context;
- ☐ To introduce young children to another language in a way that is enjoyable and fun;
- ☐ To develop cooperation by a variety of approaches: pair work, group work and role play;
- ☐ To foster an interest in learning other languages;
- ☐ To develop a social and cultural awareness which creates favourable attitudes towards other countries and broadens horizons;
- ☐ To stimulate and encourage children's curiosity about language;
- ☐ To encourage children to be aware that language has structure and that the structure differs from one language to another;
- ☐ To develop in the pupils' skills and strategies which will support their future language needs.

Children are taught how to:

- ☐ Communicate using basic Mandarin
- ☐ Listen attentively, understand classroom commands and language presented to them; ☐ Actively participate in oral work;
- ☐ Build up a useful vocabulary;
- ☐ Memorise words;
- ☐ Use correct pronunciation and grammar;
- Express themselves clearly and with confidence;
- ☐ Interpret meaning;

- ☐ Experience success and enjoyment;
- ☐ Develop social skills and intercultural understanding;

# PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

## Introduction:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Upton PSHE enhances the personal and social development of pupils by examining, exploring and promoting appropriate values which influence the individual and their development, relationships and interactions with others.

PSHE is not a statutory subject within the National Curriculum. However, PSHE is inter-woven in the fabric of the school. Upton has a holistic approach to its provision of this significant area of learning.

At Upton we have adapted the new PSHE Association Programme of study, ensuring that not only does it cover the essential ingredients of successful PSHE **but is also bespoke both to our school and to our local area.**

At Upton PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

## Aims:

Our PSHE programme at Upton focuses on three overarching themes:

### Health and Wellbeing

- ☐ Know and understand what constitutes a healthy lifestyle.
- ☐ Know how to maintain physical, mental and emotional health and wellbeing.
- ☐ Be aware of safety issues, including how to respond in an emergency.
- ☐ Know how to manage change, including puberty, transition and loss.

### Relationships

- ☐ Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- ☐ Know how to recognise and manage emotions within a range of relationships.
- ☐ Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- ☐ Know how to respect equality and diversity in relationships

### Living in the Wider World

- Know the importance of responsible behaviours and actions.
- ☐ Be responsible and independent members of the school community.
- ☐ Be positive and active members of a democratic society.
- ☐ Know about the importance of respecting and protecting the environment.
- ☐ Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- ☐ Develop good relationships with other members of the school and the wider community.
- ☐ Know about where money comes from, keeping it safe and the importance of managing it effectively.
- ☐ Have a basic understanding of enterprise.

### The role of adults:

Is to promote PSHE at all times. This takes place through their daily interactions with pupils, the care they show, their adherence to behavior expectations and fairness, to tolerance and understanding of others, their status as positive role models for children.

### Differentiation in PSHE:

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Knowledge of individual pupils may determine whether they take part in PSHE regarding a specific subject or issue. Our Learning Mentors are well-placed to advise our staff team.

### Provision of PSHE:

PSHE is delivered within a whole school approach which includes:

- ☐ **Personal Development (PD) Days:** three focus days take place across the year that fully explore the Core Themes of our PSHE curriculum (See Appendix 1)
- ☐ **Dedicated curriculum time:** teachers use morning slots (8.55-9.20) across the year to respond to the emotional/social needs of their class, as well as to teach the core PSHE themes that have not been explored on PD days.
- ☐ **Charitable events:** sponsored runs, walks, bake sales and dress up days teach celebrate the importance of helping those in need and contribute to children's personal development.
- ☐ **Cross-curricular learning:** Debates and discussions linked to our PSHE themes can be seen in our English and UBBC curriculum.

- ☐ **Daily Mindfulness:** children experience daily mindfulness after lunch, promoting their health and wellbeing.
- ☐ **Zones of Regulation:** every classroom has a display which shows four colours that represent four areas of feelings and children place their name to a zone so they can identify with their feelings and teachers/support staff can support those in need (See Appendix 2)
- ☐ **Specialised assemblies:** SLT will teach PSHE themes and explore the school's Core Values in whole school assemblies.
- ☐ **Focus days and weeks:** Mental Health Weeks and British Values Weeks take place regularly throughout the school that also develop the children's understanding on health and wellbeing, as well as living in the wider world.
- ☐ **Pastoral care and guidance:** teachers, support staff and learning mentors have had training on being mental health aware and developing strategies to promote positive discussion and development with their pupils.
- ☐ **Visiting speakers:** representatives from the fire service, sea safety speakers, drama teachers, members of local religious communities have led assemblies that enlighten children in different aspects of the society in which we live in.

### **Core Values:**

At Upton our Four Core Values are integrated into our curriculum.

#### **They are:**

Friendship Adaptability, Respect and Resilience.

At the end of each term each class votes for a member of their class who they believe represents and embodies these values. Teachers and support staff emphasize the importance of showing Upton's core values throughout all areas of learning. The core values are integral to our Topic-based curriculum.

### **Upton University:**

At Upton we offer the children a unique educational experience in which they are taught explicitly the school's Core Values in a setting of mixed ages. Classes are made up of Years 3,4,5 and 6 in their respective House Colours they explore one of the core values each term, through a specific subject. For example; in Term 1 children explored the theme of Friendship for 1 hour every Friday afternoon, through the subject of Art and Design. This enabled the children to work in a different setting with new pupils. They developed their understanding of Friendship and how this value serves to broaden their education.

### **Learning Outside of the Classroom:**

Providing children with a range of educational experience is key to their personal development. Upton offers a range of learning opportunities that develop the children personally, socially and emotionally.

**WOW Days:** Children experience WOW days in which they learn in different environments on and off school grounds. Every year group will experience visitors leading activities in school that extend beyond the classroom (such as Year 3 Stone Age Drama in the Hall linking to a UBBC topic).

**School Trips:** Not only this but each year group will visit a place out of school grounds that will widen their experiences (such as Year 4's trip to Canterbury Cathedral as part of a local study).

**Residential School Trips:** these are a fantastic opportunity for pupils to develop skills of independence, initiative, confidence and build positive relationships with others. Upton's school trips include Swattenden for Y6 and Creed for Y4/5.



## **Religious Education Policy for Upton Junior School**

### **Legal Requirements:**

The National Curriculum recognises Religious Education (RE) as a 'statutory' subject required for all pupils.

Religious Education at Upton School meets the statutory requirements by:

- providing a curriculum which includes provision for religious education for all pupils registered at the school.
- reflecting the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

### **Kent Agreed Syllabus:**

Upton agrees with the 2017 Kent Agreed Syllabus for RE in that:

‘Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.’

### **Aims of Religious Education:**

RE teaching and learning should enable pupils to:

A - Know about and understand a range of religions and worldviews.

B - Express ideas and insights about the nature, significance and impact of religions and worldviews.

C - Gain and deploy the skills needed to engage seriously with religions and worldviews.

We recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme.

We are pleased to have the support of members of all local faith communities. We enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular.

### **Curriculum Framework:**

Upton teaches RE through exciting and interactive lessons, based on an overarching question or theme that is across a term.

### **Teaching and Learning Styles:**

Our policy and practice is to use a breadth and variety of teaching and learning styles in RE to engage pupils positively and actively with the subject content. Thus we aim to increase the use of, for example, art, drama, ICT, speaking and listening activities, audio-visual materials, posters, photographs, display work and visitors/visits to/from faith communities. RE is expected to comply with the whole school policy on teaching and learning and to contribute to cross-curricular work in an appropriate way.

### **Cross-Curricular Links:**

Upton provides other experiences that help pupils improve spiritual, moral, cultural and social development. Examples of this are:

- Whole school trip to Holy Trinity Church Ramsgate for Christmas
- Local Imam leading a school assembly

- Local Church leaders (Baptist Church) regularly leading school assemblies for events such as Harvest, Christmas and Easter.
- 'Christmas Unwrapped' and 'Easter Cracked' activity at local church for Y6.

**Assessment:** We comment on pupils' progress in RE at the end of each year within their whole school report. We undertake to make individual and accurate comments on each pupil's progress in RE to parents, based on regular monitoring of work.

**Withdrawal:** In the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education.'