

Osmani Primary School
Vallance Road
London
E1 5AD

Tel: 020 7247 8909
Fax: 020 7247 9906
Email: admin@osmani.towerhamlets.sch.uk

www.osmani.towerhamlets.sch.uk



Reach For The Stars

Thematic Curriculum Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

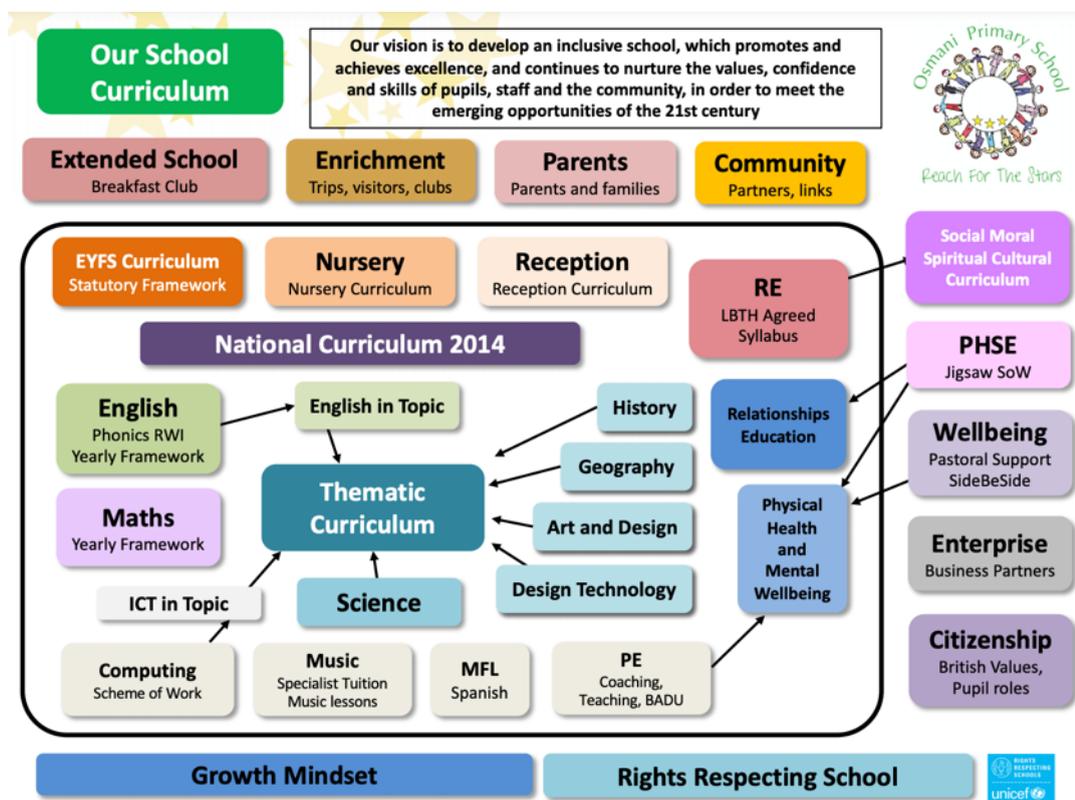
Our Values

★ **Striving Teamwork All Included Responsibility Success** ★

- ★ **Striving:** Our aim is that we are a school that:
 - uses our **Growth Mind-set (learning from mistakes and always willing to have a go)**
 - **never gives up and always find ways of improving**
 - **enjoys challenges and aims high**
- ★ **Teamwork:** Our aim is that we are a school that:
 - **encourages and supports each other to be the best we can be**
 - **learns from each other**
 - **listens to and respects each other's ideas**
- ★ **All Included:** Our aim is that we are a school that:
 - **has high expectations of everyone**
 - **encourages everyone to take an active part in learning and life of our school**
 - **nurtures and celebrates what makes each and every one of us unique**
- ★ **Responsibility:** Our aim is that we are a school that:
 - **takes ownership of the choices we make**
 - **takes ownership/charge of our own learning**
 - **looks after each other and our school**
- ★ **Success:** Our aim is that we are a school that:
 - **provides an education that encompasses academic, creative, social, emotional, physical and cultural development**
 - **celebrates our efforts and achievements**

Our Whole School Curriculum

Our curriculum aims to prepare our pupils for the next stage of their learning and enable them to achieve academically. It supports our pupils to be resilient, aspirational, culturally active and become valued members of society.



Our child-centered curriculum is built on the bedrock of the United Nations Conventions on Rights of the Child, underpinned by our Growth Mindset approach.

Based on this premise, our curriculum offer includes:

- A strong emphasis on pupil wellbeing through the offer of a breakfast club, a Learning Mentor as well as Specialist Therapeutic Services provided by SideBeSide which includes art and play therapy.
- Early interventions for pupils with additional needs which include a Home School Liaison Officer, an Attendance and Welfare Officer, a specialist literacy difficulty support teacher, a speech and language therapist as well as occupational therapy and educational psychology support.
- A focus on personal development and social mobility through a range of programmes such as Young Leaders, Rights Respecting ambassadors, Pupil Parliament, attendance ambassadors, intra and interschool sporting competitions, sports ambassadors, and residential trips.
- A chance to participate in cultural experiences including Artist Residence days and creative after school clubs; music education programmes, projects and instrument tuition through THAMES, Spitalfields Music and Royal Academy of Music; intergenerational projects, themed weeks and days, trips to museums and galleries and after school creative clubs.
- Opportunities to be inspired and taught by subject specialists and experts in Spanish, PE and Sports, Performing Arts and Music.
- Opportunities to engage with the world of work through high calibre volunteering programmes and business partnerships with organisations including Reeds School, Blackrock, Clyde & Co, Aon, Nuveen Global, who facilitate enterprise and financial projects, lunchtime numbers sessions, reading and chess sessions.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

UN Rights of the Child and Global Goals

This policy supports the school in addressing Article 28 (Right to Education) and Article 29 (Goals of Education) of the **UN Convention on the Rights of the Child**.

It also supports the following **Global Goals**: Goal 4 (Quality Education)

Vision

A Thematic Approach

We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. To this end we have designed a curriculum based around cross-curricular topics that change each half term.

Building on Prior Learning

There is good evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between subjects and different areas of learning. A thematic approach will support pupils to develop a deeper understanding of the key knowledge, concepts and skills in each subject by building on prior learning and making meaningful connections.

A curriculum for OUR school

We have carefully designed the thematic curriculum to ensure there is appropriate coverage of the National curriculum subjects, in a way that reflects our school community and supports our values and ethos as well as covering the programs of study in the National Curriculum. The Thematic Curriculum forms part of our whole school curriculum.

Enrichment and links to the local and wider world

Our school is in a diverse and ever-changing local community, with a rich cultural heritage. It is also part of a great world city. We want to take every opportunity to make the most of this unique combination to enhance learning and give our pupils the confidence to make the most of opportunities as they move forward into the wider world. To this end we offer aspirational and inspirational trips, experiences and activities. We carefully select visitors and experts from a range of professions and walks of life to offer workshops, assemblies and subject-specific teaching in school and at local venues.

This enrichment will broaden our pupil's choices in further education, the world of work, participation in art, culture and the enjoyment of leisure pursuits as well as supporting links to their local community.

Thematic Curriculum content and coverage

Early Years Foundation Stage

Nursery and Reception follow the EYFS Statutory Framework and the Development Matters guidance provided by the DfE and combine the areas of learning and Early Learning Goals into a thematic curriculum that links learning to a half termly theme.

Please see the **EYFS Policy** for further information.

Key Stage 1 and 2

The Thematic Curriculum topics for key stage 1 and 2 include the National Curriculum programs of study for **Science, History, Geography, Art and Design Technology**.

Science is fully embedded in the topics. More time is allocated over a half term as it is still a core subject
English texts (fiction and non-fiction) are closely linked to topics where possible although key texts are chosen to support learning in English and may sometimes not link directly to the topic.
Maths links are made when appropriate, including data handling and measures
Computing is generally taught discretely although the use of ICT to find, present, manipulate and analyse information is taught as part of topic work.
Relationships and Health education, PHSE and Citizenship are linked where topics lend themselves to meaningful study, but links are not made 'for the sake of it'.

Curriculum Framework

Long Term plans: Year Group Topic Maps

For each year group there is a detailed outline map showing each half termly topic and the areas of learning covered. This map also shows Key English texts, Maths links, possible trips, key school events, links to other school projects, art workshops etc
 The map also shows coverage of other discrete subjects and learning areas such as PHSE, Music, Computing and PE. This allows teachers to make meaningful links across a range of curriculum areas, events and school activities.

Medium term plans: Half Term Topic Plans

The detailed Half term topic plan provided for all topics contains:

- Statutory NC Subject Program of Study
- Learning objectives from the skills progression breakdowns
- Signposts to topics with prior learning in the same area
- Key content and knowledge
- Key questions and vocabulary
- Suggested activities and lesson ideas
- Resources and link

Progression and Sequence of Learning

Knowledge and conceptual understanding

The knowledge and content for each subject area within each topic is carefully mapped and planned across all year groups and topics, to ensure the following:

- Accumulation of key knowledge and cultural capital
- Avoidance of repetition and duplication
- Coverage of key content at the right stage of learning

This content is part of the half termly topic plan (Medium Term Plan) that teachers use to plan their weekly lessons and activities.

Big Ideas

In some subject areas the content is organised into **broad themes or big ideas** that are revisited in each year group.

| Key Knowledge content | |
|--|--|
| At the end of this topic we will know/understand that: | |
| Prior Learning Y1 | |
| Y1 Seasonal Changes: day length, seasons Light and Dark topic | |
| Y3 Forces: Everyday push and pull forces, friction – Rivers of Time topic | |
| <ul style="list-style-type: none"> • The Sun is a star. It is at the centre of our solar system. • There are 8 planets. These travel around the sun in fixed orbits. • Earth takes 365½ days to complete its orbit around the Sun. • The earth rotates (spins) on its axis every 24 hours. • As earth rotates half faces the sun (day) and half is facing away from the sun (night). • As the Earth rotates, the sun appears to move across the sky. • The moon orbits the Earth. It takes about 28 days to complete its orbit. • The Sun, Earth and Moon are approximately spherical. • A force causes an object to start/stop moving, speed up/slow down or change direction. • Gravity is a force that acts at a distance. Everything is pulled to the earth by gravity. This causes unsupported objects to fall. | |
| Prior Learning Y4: Terrific Technology HISTORY THEME: TECHNOLOGY & INNOVATION | |
| <ul style="list-style-type: none"> • The USA and the USSR were two superpowers after WW2 • The Cold War was a war without soldiers or battle – it was between politicians • The space race started because both sides wanted to have better weapons and technology than the other • President Kennedy's "We choose the moon" speech in 1961 made it very important for the USA to win the race, so that they could appear more powerful than USSR • Huge amounts of money were spent on both sides to develop new rockets • When tension passed between the USSR and the USA in the 1970s, they began to work | |

| History Themes across year groups | | | | | | |
|-----------------------------------|----------------------------|---|--|--|---|--|
| Theme | Empires and Civilisations | Everyday Life | London | Invasion & Struggle | Technology & Invention | Exploration and Migration |
| EYF5 | | | | | | |
| Year 1 | | Clothes and Shoes Houses and Homes | Guy Fawkes | | Florence Nightingale | |
| Year 2 | | Transport | Great Fire of London | | Recorded Music | |
| Year 3 | Ancient Egypt | Food and Farming Lights and Lighting | | Roman invasion of Britain Boudica | Lights and Lighting Stone/Monze Tools Iron Farming Tools Egyptian Pyramids | Migration and diversity in the East End |
| Year 4 | Ancient Rome The Mayans | Viking Shoes | Roman London | Anglo Saxons & Viking invasion and settlement of the British Isles | Explorer Equipment Communication Robots & Computers Chocolate Roman Central Heating | Polar Exploration |
| Year 5 | British Empire | Victorian rich and poor | Victorian London Immigration to The Blitz, evacuees London – Brick Lane | Apartheid in South Africa – Nelson Mandela World War 2 | Space Exploration Industrial revolution Code breaking | Space Exploration Migration to local area |
| Year 6 | Ancient Greece | 20 th Century Leisure | | | | |

This arrangement supports pupils to develop a deeper understanding of these themes at different stages of learning and in different contexts.

Skills

The National Curriculum Program of Study and Attainment Targets sets out the content and skills that pupils are required to “know, apply and understand” at the end of key stage 1 and key stage 2

In order to ensure that pupils make progress in each year of their learning journey towards these endpoints, it is helpful to break down the program of study into more detailed learning objectives for each year group within a key stage

The Thematic Curriculum Framework include detailed year by year progression grids for History, Geography, Art and Design Technology.

The progression grids have been informed by guidance from relevant professional subject associations, examples from other schools and collaboration with a range of education consultants and specialists.

| Curriculum area | Progression of Skills and Knowledge in Geography | | |
|---|--|--|--|
| | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| Use Human Geographical language and vocabulary | <ul style="list-style-type: none"> Use everyday geographical language to describe familiar human features: roads, parks, farms, shops, towns, city, roads | <ul style="list-style-type: none"> Use geographical language to describe a range of human features: industry, transport, ports, factories, towns, city | <ul style="list-style-type: none"> Use geographical language to describe a range of human features: migration, urban sprawl, pollution, agriculture, new settlements, climate |
| Use Physical Geographical language and vocabulary | <ul style="list-style-type: none"> Use simple geographical language to describe familiar physical features: hills, fields, forest, beach, river, mountains | <ul style="list-style-type: none"> Use geographical language to describe a range of physical features: continents, oceans, soil, water, weather, climate, rivers, South, East, West, miles | <ul style="list-style-type: none"> Use geographical language to describe a range of physical features: mountains, oceans, soil, water, weather, climate, rivers, South, East, West, miles, km |
| Directional language and verbs | <ul style="list-style-type: none"> Follow a route around school Use simple directional verbs: near, next, left, right | <ul style="list-style-type: none"> Describe a familiar journey Use directional language: North, South, East, West, miles | <ul style="list-style-type: none"> Use 4 points on a compass to describe a route Use 8 points on a compass to describe a route |
| Location and Place | <ul style="list-style-type: none"> Locate UK on a world map and globe with support Locate London on a map of the UK | <ul style="list-style-type: none"> Locate the UK continent and capital on a UK map Locate 7 continents & 5 oceans Locate East London on a map | <ul style="list-style-type: none"> Identify key countries on a world map, including North and South America, Europe Identify the key countries and main cities of Europe Describe how borders change over time (Russia/UK) |
| Use maps, atlases, globes | <ul style="list-style-type: none"> Know that maps show place Locate continents on globe Geographical features on a local map - eg roads | <ul style="list-style-type: none"> Use an atlas to locate a place (country/continent) Know the difference between a globe and a map | <ul style="list-style-type: none"> Know about latitude/longitude Understand concept of scale Use simple coordinates to locate a place on a grid Use online map tools to explore an unfamiliar location |
| Online maps and tools | <ul style="list-style-type: none"> Recognise a location on an online map/website Use basic symbols to represent familiar features on a map | <ul style="list-style-type: none"> Use simple keys to find/identify specific features on a map Draw a map of familiar places and locations more accurately Draw a plan view map of the classroom or a familiar room | <ul style="list-style-type: none"> Use standard OS symbols for familiar features on a map Create a simple map to scale Create an annotated map to explain human settlement |
| Making maps, plans and keys | <ul style="list-style-type: none"> Make a simple pictorial map of familiar places (eg home, school) Recognise familiar objects from home/school | <ul style="list-style-type: none"> Make a map of their local area showing some familiar features Draw a plan view map of the classroom or a familiar room | <ul style="list-style-type: none"> Use a range of symbols to represent familiar features on a map Use a range of symbols to represent familiar features on a map Use a range of symbols to represent familiar features on a map |
| Fieldwork: Sketches and observations in the local area | <ul style="list-style-type: none"> Make simple drawings of familiar places and features Recognise different features: human/physical features | <ul style="list-style-type: none"> Observe local area and make sketches/diagrams of local area Recognise differences between human/physical features | <ul style="list-style-type: none"> Make observations/sketches with notes and annotations Recognise differences between human/physical features Choose what to record |
| Asking questions | <ul style="list-style-type: none"> Ask simple geographical questions about local area/place/location | <ul style="list-style-type: none"> Ask more focused questions about local area/place/location | <ul style="list-style-type: none"> Ask questions that could be answered using a variety of resources (eg 10, 100, 1000) Ask questions that could be answered using a variety of resources (eg 10, 100, 1000) |
| Collecting evidence | <ul style="list-style-type: none"> Answer questions orally about a familiar place Share their own opinion about a familiar place orally | <ul style="list-style-type: none"> Answer questions orally about a familiar place Share their own opinion about a familiar place orally | <ul style="list-style-type: none"> Collect and record evidence: Conduct a field survey and use a survey Take into account other opinions |
| Make comparisons | <ul style="list-style-type: none"> Compare two local places (similarities/differences) Notice some patterns in local human geographical features: post code and distance | <ul style="list-style-type: none"> Compare two places (UK and non-UK) and describe key similarities and differences Record comparison in a simple table or map | <ul style="list-style-type: none"> Compare two places (UK and non-UK) and describe key similarities and differences Record comparison in a simple table or map |
| Interpret evidence | | <ul style="list-style-type: none"> Make links between UK physical features and human use | <ul style="list-style-type: none"> Explain geographical patterns in the UK and suggest reasons - eg identify some key physical geographical changes that can affect people and weather |

Teacher Planning

Half Term Overview Plan

Staff create an outline of the way activities and lessons are organised over the half term, to maximise cross-curricular links, support progression through a subject and take into account trips, visitors and other school events.

This plan will help to support teachers to plan a realistic amount of work over a half term and should be completed before the start of the half term topic.

Short Term FLIP/SMART Notebook plans

These plans will include Learning Intentions, language support (including THEAL structures, Language starters, vocabulary and symbols for writing), images, activities, questions and links to other resources.

They will explain how differentiation and match is being organised and adult support for different groups of learners. They will form the basis of weekly topic teaching and can be used by any teacher.

Prior Knowledge and Retention of Learning

The Half Term Topic Map will contain clear links to relevant learning in previous topics to allow teaching staff to explore this specifically with pupils.

| Half Term Topic Overview | Topic: Music Maker | | | | Year Group: 2 | | Term: Autumn 1 |
|--------------------------|--------------------|----------------|----------------|----------------|---------------|----------------|----------------|
| Subject | Week: 1/19/21 | Week: 11/19/21 | Week: 21/19/21 | Week: 27/19/21 | Week: 1/20/21 | Week: 11/20/21 | Week: 18/20/21 |
| English | On the topic of... | Write... | Write... | Write... | Write... | Write... | Write... |
| Maths | ... | ... | ... | ... | ... | ... | ... |
| Week Events | ... | ... | ... | ... | ... | ... | ... |
| Tuesday | ... | ... | ... | ... | ... | ... | ... |
| Wednesday | ... | ... | ... | ... | ... | ... | ... |
| Thursday | ... | ... | ... | ... | ... | ... | ... |
| Friday | ... | ... | ... | ... | ... | ... | ... |

Date: _____

Learning behaviour: to persevere
L.I.T. to locate volcanoes around the world
RRA: the right to an education

What do you know about volcanoes?
I know that...

Where are the earth's volcanoes?

Where are volcanoes found?
Volcanoes are found...

What do you notice about where they are?

| | Key Knowledge content | Key Questions |
|--|--|---|
| | <p>At the end of this topic we will know/understand that:</p> <p>Prior Learning Y1 Seasonal Changes: day length, seasons Light and Dark topic Y3 Forces: Everyday push and pull forces, friction – Rivers of Time topic</p> <ul style="list-style-type: none"> The Sun is a star. It is at the centre of our solar system. There are 8 planets. These travel around the sun in fixed orbits. Earth takes 365.25 days to complete its orbit around the Sun. The earth rotates (spins) on its axis every 24 hours. As earth rotates half faces the sun (day) and half is facing away from the sun (night). As the Earth rotates, the sun appears to move across the sky. The moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical. A force causes an object to start/stop moving, speed up/slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the earth by gravity. This causes unsupported objects to fall. | <ul style="list-style-type: none"> How long does the Earth take to travel around the sun? What is a full moon? Why does the sun appear to move in the sky when it is actually fixed? Why don't we fall off the moving Earth? How does a parachute slow something down? How can we set up a fair test? What is the best way to present our results? |
| | <p>Prior Learning Y4: Terrific Technology HISTORY THEME: TECHNOLOGY & INNOVATION</p> <ul style="list-style-type: none"> The USA and the USSR were two superpowers after WW2 The Cold War was a war without soldiers or battle – it was between politicians The space race started because both sides wanted to have better weapons and technology than the other | <ul style="list-style-type: none"> Why did the Space Race start? Who won the Space Race? Who was the first human in space? |

Recapping prior learning is an important part of the start of a topic, to avoid duplication and repetition, and to ensure any misconceptions are caught and addressed.

There will also be clear labelling of the big ideas and themes that run through the year groups to allow links to be made with previous learning within these themes.

Introducing the Topic

An A3 **pupil topic map** is created for each pupil to launch the topic.

The pupil topic map will become the 'contents page' for each topic, and can support learning by:

- Making explicit links between subjects and the topic
- Providing visual stimulus to activate prior knowledge
- Supporting pupils to record some of their existing knowledge and understanding
- Providing key vocabulary checklists
- Providing a space for evaluation and reflection on a topic
- Allowing pupils to record some of the key knowledge they have learned during the topic
- Summarising the topic to allow pupils to access their learning once the topic has been completed



Teaching and Learning

Linking Topic to Subject Areas

Staff make the subject links clear at the start of each lesson, and pupils should write the main subject that they are working on at the top of each new piece of work. This will enable subject leaders to monitor a subject area and see the progression as well as look at cross-curricular outcomes.

Learning Objectives

Teachers will make learning intentions and success criteria clear during each session or lesson and refer back to them as necessary. Learning intentions should include subject specific skills - please see individual subject expectation documents and policies for examples. LIs will be notes on the FLIP/Smart Notebook plan.

Evaluating learning in a topic

Pupils should revisit the initial topic Pupil Topic Map at the end of the half term and add new learning and understanding in a different colour. They can also correct any misconceptions.

This will allow pupils to reflect on their learning and learning processes.

Teachers might also like to encourage more detailed feedback on the topic, and what went well and what was less successful.

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Organisation of time

There are no specific time allocations for subjects in the National Curriculum, but care must be taken to ensure coverage and balance across each year group, and across both key stages.

The topics have been planned to support different subject areas to different degrees, but to give good overall coverage across each year.

- English and Maths will be the focus of the morning sessions
- Given that Science is still a core subject, more time should be spent on this area.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE et

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Evaluating and updating the Thematic Curriculum

The Curriculum Framework is reviewed annually in July by staff and pupils. It is then updated ready for the new school year in September in the light of feedback, new initiatives, curriculum changes and key events and projects taken on by the school

Books and presentation

Most of the work done in Foundation subjects as part of the topic is recorded and presented in a **single topic book**. This includes Science. Other subjects will still have their own books.

Pupils write the name of the subject area being covered at the top of the page, so support subject leaders when monitoring work and carrying out book scrutiny.

Which books should be used?

| Subject | Colour | Book |
|---------------------------------|-----------|--------------------------------------|
| Literacy | Blue | 8mm Ruled Margin |
| Phonics | Red | A5 book |
| Big writing | Multi | Display book |
| Numeracy | Yellow | Squared 10mm |
| Topic (Science, Humanities, DT) | Red | 8mm Ruled Margin |
| PHSE (SEAL) | Multi | Display book |
| RE/Citizenship | Green | 8mm Ruled Margin |
| Spanish | Purple | 8mm Ruled Margin (NO SPANISH IN KS1) |
| Art A3 | Grey | Sketchbook |
| Computing | Purple | A4 book |
| General Homework | Red | 8mm Ruled Margin |
| Project Homework | Red cover | Black sugar paper |

Special Education Needs and Disability

Osmani Primary School is committed to providing an appropriate and high-quality education to all children.

All children receive high quality differentiated teaching in the classroom targeted at their needs. Children identified as having additional needs, will have support in class including; pre-teaching concepts and vocabulary in small groups, instructions simplified, visual timetables and task schedules, now and next boards, visual word banks, number lines, concrete objects and/or additional support from adults in the classroom.

Some children will receive interventions outside the classroom, e.g. speech and language sessions, to enable them to access the curriculum. A few children with complex SEND will have 1:1 adult support to enable them to access their learning in class, and a small minority of these children will have an adapted curriculum to meet their needs.

High Achieving, Exceptionally Higher Achieving and Multi-Exceptionality Pupils

Lessons and activities are carefully matched to ensure all pupils are being challenged and extended. This differentiation is linked to assessment and pupils are tracked and monitored to ensure they are progressing appropriately.

A range of different approaches and resources may be used to support this progression taking into account their developmental stage and attainment in other subjects.

If a pupil has multi-exceptionality then carefully planned SEND support will help to ensure that the pupil can achieve their highest potential in this subject whilst supporting them in other areas where they need additional help. Where appropriate pupils are directed to clubs, workshops and other extension activities that will further extend the development of their skills and knowledge.

Resources

Digital Resources

The school subscribes to Discovery Espresso digital resource library, and staff are encouraged to use these resources to support learning where possible rather than spend valuable time searching for resources online.

There is a School Web link folder on the Shared School Drive. This contains many web links for pupils, organised into subject areas. There are also Topic Web link folders with relevant links collected together to support the topic.

Artefacts, maps, books etc

There are **topic boxes** with other resources, artefacts, objects, books, posters, photos etc from existing resources throughout the first year of the curriculum. These are located in the **Resources Room** on the first floor. Subject leaders will be responsible for updating and organising subject-based resources.

Use of ICT

Although some of the ICT curriculum is now covered in the Computing curriculum, there are many digital tools, media and resources that can be used by staff and pupils to support cross-curricular work.

These include:

- Digital Information libraries – Espresso, BBC Bitesize,
- Digital publishing and presentation tools – Microsoft Office, 2Simple software
- Digital Media tools – 2Animate, film editing and photo manipulation software, painting applications
- Digital Sound recorders – can record pupil reflection, evaluation, problem solving steps etc
- Digital cameras – each class has their own camera, and there is a class set that can be booked

Health and Safety

Staff must ensure that the learning environments for all topics taught as part of the Thematic Curriculum provide safe working practices and are in accordance with the schools Health and Safety Policy. Safety equipment must be worn when necessary. When planning lessons, staff need to adhere to any safety warnings specified in the schemes that are used. For more detail see the individual subject policy

Assessment, Record Keeping and Reporting

Ongoing Assessment

On-going assessment in the form of questioning, marking, observations etc. is linked to the learning intention for each lesson and informs our daily and weekly planning. Marking is diagnostic and as immediate as possible and it will indicate whether the learning intention has been met or not.

Marking

Teachers are encouraged to mark 'at the Point of Learning' whilst working with their focus group. This then gives the children opportunities to review their learning and adapt or improve it there and then as necessary. Teachers use red pen to mark. They also highlight words, phrases or sentences - using pink for praise and green for growth. Marking is initialled to indicate whether an additional adult (OA), supply (S) or a teacher (T) has marked, had intervention (TI) or given verbal feedback (VF) in a piece of work.

Self-Assessment

Children are also encouraged to self-assess their learning as well as peer assessing each other's work.

Primary Assessment Trackers (PATS)

Foundation Subjects are assessed using the Primary Assessment Trackers (PATS)

Staff should complete the relevant Assessment Grids at the end of each half term topic by highlighting in the appropriate colour for the three key groups, HA, MA and LA.

Pupils who are not meeting expected outcomes should be noted and considered for targeted interventions.

These grids are then passed on to the next class teacher as the pupil moves up the school. Please see individual policies and subject expectations for more information.

Monitoring of Teaching and Learning

The teaching and learning of the subjects included in the Thematic Curriculum is monitored by foundation subject TLLs and SLT through work surveys, planning, classroom observations and the PATS. Feedback will be given highlighting strengths and areas that need developing.

Feedback from TLLs will be shared with the Thematic Curriculum leader and the Curriculum consultant to ensure that all changes and developments are embedded in the curriculum documentation and included in staff CDP if necessary.

Parental Involvement

Parents meetings are held three times a year where they have the opportunity to look through Topic Books and discuss their child's progress. Parental support is encouraged on class trips ...

Monitoring and Evaluation of Policy

This policy will be monitored through e.g. planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

This policy will be evaluated through termly or annual reports by the post holder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

Last Review Date: June 2021

Next Review Date: July 2022