



North Road Community Primary School

Curriculum Policy



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Curriculum Policy	Date:	April 2022
EIA Carried Out By:	S Stillie	EIA Approved By:	S Rigby

Author/Person Responsible	Headteacher
Ratification	May 2022
Review Group	Pupils and Curriculum Committee
Ratification Group	Full Governing Body (FGB)
Review frequency	Bi annually
Previous review Amendments	November 2016 November 2018 February 2019 January 2020 March 2022
Links to other policies	<p>Equalities Policy Accessibility Policy SEND Policy SMSC Policy EYFS Policy Assessment Policy Pupil Premium Strategy See also Pastoral Care information https://www.northroadprimaryschool.co.uk/pastoral-care-at-north-road/ Curriculum Subject Policies: https://www.northroadprimaryschool.co.uk/policies-gdpr/ School Self Development Plan (SDP) https://www.northroadprimaryschool.co.uk/wp-content/uploads/2022/04/SDP-Plan-Year-3-2021_2022.pdf</p>
Due for review	April 2024

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	Staff will ensure equal access to all curriculum activities	✓
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Race		✓
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	Staff will respect the right to withdraw from activities on religious grounds	✓
Gender identity		✓
Sexual orientation		✓

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and considers individual differences. Work in school should be planned to meet the requirements of the National Curriculum.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can reach their full potential and be the best that they can be.

Values

North Road Primary School is a Values Led Organisation and we believe passionately in the importance of a shared vision, values and set of aims. You should be able to 'see, feel, touch and believe' our value statements in all aspects of school life.

The following six school values determine the nature of our curriculum:

- **Respect:** for ourselves, our family, our school, our community and our world.
- **Responsibility:** for our own learning and that of others.
- **Positivity:** to achieve our very best and learn the skills to be life-long learners.
- **Pride:** in our work, our learning, our achievements and our school
- **Perseverance:** to step out of our comfort zone and reach new targets.
- **Ambition:** To set our aims high and be the very best learners that we can be.



School Aims

Our Values help to define our Aims.

At North Road:

- Children are happy, safe and secure
- Children's achievement are celebrated
- Creativity can flourish
- Everyone and everything is treated with respect
- Children are encouraged to think for themselves, accept challenges and persevere
- Good behaviour is expected and everyone is encouraged to take responsibility for their own actions
- Diversity, tolerance and pride are promoted

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. The school ensures National Curriculum coverage, using the White Rose Scheme of Work to support the planning of the teaching of Maths, following the Mastery Principles, Writing using the sentence stacking approach from The Write Stuff, Reading using High Quality Texts taken from the Power of Reading and supported with the teaching approach of VIPERS. Each class also has a poetry curriculum from which pupils learn to recite a range of poems across the year and recite to their peers and parents during the summer term. We following the agreed South Gloucestershire Syllabus for the teaching of RE. Science, Computing, Music and PSHE are also taught discretely at regular timetabled lessons during the week following a recognised high quality scheme of work. The modern foreign language of French is also taught discretely at KS2.

Subject	Science	Computing	Music	PSHE
Supporting Scheme of Work	Kent Science	Switched On Computing	Charanga	PSHE Association

History and Geography form the over-arching learning questions, which lasts for two terms. These are designed to build on prior learning, support the ethos and values of the school and its local context. This ensures that learning is relevant and meaningful to the pupils.

Terms	1 and 2	3 and 4	5 and 6
Cycle A Subject Focus	History	History	Geography
Cycle B Subject Focus	History	Geography/Science	Geography

Terms	1 and 2	3 and 4	5 and 6
Cycle A and B Over-arching Title	Britain is Great	Fantastic Journeys	Our Wonderful World

Each academic year there are three over-arching learning titles, Britain is Great, Fantastic Journeys and Our Wonderful World. Each term has a learning focus which starts with a key question. Class teacher's start by gathering prior knowledge and, with the pupils, gather additional questions to be explored. At the start of each term, teacher's plan a 'Wow' experience to enthuse and excite pupils as they start their learning journey. Through our Curriculum Progression Maps and Knowledge Organisers, clear guidance on the objectives and on learning outcomes for each learning question focus is provided. Curriculum Progression Maps for all subjects can be found on the school website <https://www.northroadprimaryschool.co.uk/curriculum-progression-maps/>

Termly Knowledge Organisers for KS1 and KS2 classes are also available on the school website.

<https://www.northroadprimaryschool.co.uk/curriculum/>.

Please see the Curriculum Area of the School Website for more information including Subject Vision Overviews <https://www.northroadprimaryschool.co.uk/subject-visions-overviews/>

Termly Curriculum Learning Questions.

Please see below for the Curriculum Learning Focus Questions and Overview, including links to high quality texts and the teaching of Science. Due to our mixed aged classes in KS1 and KS2, there is a two year curriculum cycle.

North Road Community Primary Curriculum 2022						
	Britain is Great!		Fantastic Journeys		Our Wonderful World	
Pluto Class: EYFS						
Cycle A and B	Who am I?	Who are we?	What if I went on a journey?	Who might I meet?	What might I grow into?	What might I find?
	All about me – sharing of Me Boxes My name? What I look like Similarities / differences What do I like/dislike? Favorite things Feelings My home	Who are Pluto Class? NRCP? Team work / games What can we achieve together? Collaborative work including art, poetry, stories, recitals and performances Traditional Tales	Maps and directions Use of Beebots Local walks Local bus journey – visits to the library/church Road Safety Cold weather / places - Arctic/ Antarctic - animals	Who lives along our road? Doctors / builders / fair workers Signs of Spring / changing seasons Easter Oral hygiene Visit from dentist/Police/Fire brigade	Butterfly life cycle Frog life cycle Healthy eating / Healthy lifestyles Growing plants from a seed – observing and identifying change Sun Safety	Dinosaurs Fossils The Seaside: the beach and the sea Looking after our planet - plastic pollution Water safety
High quality texts	Owl Babies by Martin Waddell Giraffe Can't Dance by Giles Andreae Little Lumpy by Miko Imai	Supertato by Paul Linnet and Sue Hendra Oliver's Vegetables by Alison Bartlett and Vivian French Goldilocks and the three bears The three little pigs	Augustus and his Smile by Catherine Rayner The Tiny Seed by Eric Carle The snail and a whale by Julia Donaldson <u>Writing Focus Text:</u> Handa's Surprise by Eileen Browne Penguins by Anne Schreiber (Non-Fiction)	Stickman by Julia Donaldson Jack and the Beanstalk Non-fiction: Lots by Marc Martin <u>Writing Focus Text:</u> Rosie's Walk by Pat Hutchins Jack and the Jelly Bean Stalk by Rachael Mortimer Chocolate Cake by Michael Rosen (Non-Fiction)	The Hungry Caterpillar by Eric Carle The lonely wasp by Charles Fuge Tad by by Benji Davies (<i>Faction text</i>) <u>Writing Focus Text:</u> Pigs Might Fly by Jonathan Emmett Ruby's Worry by Tom Percival Perfectly Norman by Tom Percival	Superworm by Julia Donaldson Doug the bug that went boing by Paul Linnet and Sue Hendra Norman slug with the silly shell by Paul Linnet and Sue Hendra I don't like snakes by Nicola Davies (<i>Faction text</i>) <u>Writing Focus Text:</u> Sam and Dave Dig a Hole by Mac Barnett Rainbow Fish by Marcus Pfister If sharks disappeared by Lily Williams Emmett (Non-Fiction)

Mars Class: Years 1&2

Cycle A	<p>What if I went to Pudding Lane?</p> <p>The four countries of the UK and their capital cities. London as a capital city.</p> <p>The Great Fire of London. Guy Fawkes</p> <p>Kings and Queens</p>	<p>What if I landed on the moon?</p> <p>The human and physical features of the UK (maps and from space)</p> <p>Significant individuals - Neil Armstrong / Buzz Aldrin/Tim Peake.</p> <p>The Moon Landing</p>	<p>What if I went somewhere hot?</p> <p>Awareness of a location beyond their own Compare Yate to an African Town including weather</p>
Science	Seasonal Changes (ongoing throughout year)	Everyday Materials	Living things and their habitats
Cycle B	<p>What if I was a Victorian child?</p> <p>A historical study of North Road. Imagining a day in our Victorian school/working in the mine/on the Railway line</p> <p>Changes within our living memory – The History of Yate Looking at historical events in our locality.</p>	<p>What if I planted this seed?</p> <p>Physical geography/woodlands and forests</p> <p>Comparing Iron Acton to London. Visit to Iron Action Ancient ‘Chill’ Wood.</p>	<p>What if the *** lost its home?</p> <p>The seven continents and five oceans of the world.</p> <p>Significant individuals - David Attenborough</p> <p>Global Curriculum Link: Children to explore plastics in the ocean/deforestation etc.</p>
Science	Seasonal Changes Everyday Materials	Plants	Animals including humans
High quality texts	<p>Halibut Jackson by David Lucas</p> <p>Toby and the Great Fire of London</p> <p>Where the Wild Things are by Maurice Sendak</p> <p>O! Get off our train by John Birmingham</p> <p>Window by Jeanne Baker</p> <p><u>Writing Focus Text:</u></p> <p>The Queen’s hat by Steve Antony</p> <p>The Great Fire of London - The Diary of a London Rat</p> <p>Firework Night by Andrew Collett (poetry)</p> <p>The Train Ride by June Crebbin</p> <p>Last Stop On Market Street by Matt de la Pena</p> <p>Toys of the past by Sally Hewitt (Non-fiction)</p>	<p>Man on the moon (Simon Bartram)</p> <p>Beegu by Alexis Deacon</p> <p>Way back home (Literacy Shed)</p> <p>Into the forest (Anthony Browne)</p> <p>Tin Forest</p> <p><u>Writing Focus Text:</u></p> <p>Little Red Reading Hood by Lucy Rowland</p> <p>‘I am Neil Armstrong’ by Brad Meltzer (Non-Fiction)</p> <p>The Way Back Home by Oliver Jeffers</p> <p>Plants - Our World in Pictures: Trees, Leaves, Flowers & Seeds (Non-Fiction)</p> <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Poetry</p>	<p>Lila and the secret of rain.</p> <p>Anna Hibiscus by Atinuke</p> <p>Something fishy (Literacy Shed)</p> <p>Where the forest meets the sea by Jeanne Baker</p> <p>Leaf by Sandra Dieckmann</p> <p>Flotsam</p> <p><u>Writing Focus Text:</u></p> <p>Travel Journal – On Safari (Non-Fiction)</p> <p>Big Cats (Non-fiction)</p> <p>‘If I Were in Charge of the World’ by Judith Viorst (Poetry)</p> <p>Wombat Goes Walkabout by Michael Morpurgo</p> <p>Song of the Sea (poetry)</p> <p>Grace Darling - Heroine of the Sea (Non-fiction)</p>

Neptune Class: Years 3&4

Cycle A	What if I could make a difference? Brilliant Bristol Brunel's inventions and the impact on Bristol The history of flight and Bristol Visit to the SS Great Britain/Bristol Concord Museum.	Global curriculum Link. Children to explore lessons we learn from the past – our impact on the environment. What if we passed on a message from the past? Stone Age/Changes between the Stone Age and Iron Age Visit to local Iron Age fort. Significant individuals - Mary Anning	What if the invaders never arrived in Britain? The Roman Empire and the impact on Britain - a local study on Bath. A visit to the Roman Baths/Roman Villa The Invaders (Vikings/Anglo Saxons) withdrawal from Britain.
Science	Forces and Magnets Sound	Animals including humans	Animals including humans
Cycle B	What if I met a dragon? Historical timelines of the Kings and Queens of England	What if I followed a river to the sea? Physical geography - features of navigation Study of a local river - River Frome	What if I lived in Italy? Physical geography - Volcanoes/Mountains/Earthquakes Comparing Yate to a European country/Italy
Science	Light Electricity	Living Things - Plants	Rocks
High quality texts:	The Lost Thing by Shaun Tan How a Robot Dog Works (Robot Dog) by Mark Oliver Iron Man by Ted Hughes Coming Home by Michael Morpurgo George and the Dragon by Chris Wormall Autumn is Here (poetry) The Wizard of Once by Cressida Cowell Christmas with Love from Mrs Claus (Non-Fiction)	Stone Age Boy by Satoshi Kitamura Skeletons and Muscles by Ben Hoare The Journey by Aaron Becker Skara Brae (Non-Fiction) Float by Daniel Miyares Once Upon a Raindrop (poetry) Flood by Alvaro F. Villa Pebble in my Pocket by Meredith Hooper	The Whale by Ethan and Vita Murrow Street Beneath My Feet by Charlotte Guillain and Yuval Zommer Wolves in the Wall by Neil Gaiman Beowulf by Michael Morpurgo Escape to Pompeii by Christine Balit Sicily Holiday Brochure (Non-Fiction) Into the Forest by Anthony Browne Volcanoes (Non-Fiction)

Jupiter Class: Years 5&6

Cycle A	What if I was on the home-front? The impact of WW2 on England and Europe	What if I was at the first Olympics? Time Travelling - Greek life and the influences on the Western world Comparing Yate to a region in Greece	What if the rainforest disappears? What if I travelled the Amazon River? Rainforests/rainforest ecosystem/climate Comparing Yate to a region of South America. Global curriculum link. Children to explore how the rainforests impact the environment.
Science	Animals including humans	Properties and Change	Living Things and their Habitats/environments
Cycle B	What if I woke up in Victorian Britain? Queen Victoria and her reign Industrial revolution Victorian inventions and their impact on modern life	What if we could visit the stars? Planets and the solar system	What if we pollute the seas? Physical geography - the poles and water cycle Oceans, rivers and seas - climate change and plastic pollution Global Curriculum Link: Children to explore plastics in the oceans/global warming.
Science	Light Electricity	Earth and Space Forces	Evolution and inheritance
High quality texts	Goodnight Mr Tom by Michelle Magorian Cogheart by Peter Bunzl <u>Writing Focus Text:</u> Rose Blanche by Christophe Gallaz and Roberto Innocenti (Narrative) Letters from the Lighthouse by Emma Carroll Recount (diary) Street Child by Bernie Doherty Poetry by Rudyard Kipling Flanders Field by John McCrae	Who let the God's out? By Maz Evans The Boy at the Back of the Class by Onjali Rauf <u>Writing Focus Text:</u> Theseus and the Minotaur (Narrative) Non-chronological Report Ancient Greece Cosmic by Frank Cottrell-Boyce Mars Transmission (Non-Fiction)	The Great Kapok Tree by Lynne Cherry The Vanishing Rainforest by Richard Platt Can you See Me? by Libby Scott and Rebecca Westcott Malamander by Thomas Taylor <u>Writing Focus Text:</u> The Explorer by Katherine Rundell (Narrative) Floodland by Marcus Sedgwick Shackleton's Journey by Arthur Beale Evolution Based on the book 'Moth' by Isabel Thomas Narrative Poem

Significant and historical people to be studied

Links to a Global Curriculum

Progression and Coverage of Science



North Road Community Primary School – Science Coverage including Learning Questions

Term/Year	EYFS	KS1 – Year 1 and 2	Lower KS2 – Year 3 and 4	Upper KS2 – Year 5 and 6
Autumn 2021-2022	<ul style="list-style-type: none"> Seasons Light and dark 	Seasonal changes - Autumn. How do the Seasons affect the weather?	Sound How do we hear different sounds? Forces and Magnets How do objects move on different surfaces? What can magnets do?	Animals including Humans Do our bodies change as we get older? Has does blood move around the body?
Spring 2021-2022	<ul style="list-style-type: none"> The weather Properties of materials – solid and liquid The senses 	Seasonal changes- Winter/Spring (observation of changes over time) Every Day Materials Are objects always solid? What are things made from? Natural or man-made? How do we choose materials for a particular use?	Animals including Humans Do living things need different things to survive? How are living things the same or different? (general classification) Are living things in danger?	Properties and Change What are things made from and why? Can we change materials? Reversible and non-reversible actions?
Summer 2021-2022	<ul style="list-style-type: none"> Floating and sinking Animals and plants Lifecycles Sorting of materials by properties Pollution 	Seasonal changes – Summer (observation of changes over time) Living things and their habitats What is alive? What are animal bodies and what can they do? Do living things change or stay the same?	Animals including Humans How do our bodies work? What happens to the food that we eat?	Living things and their habitats/environments How are living things the same or different (specific classification) Do all lifecycles look the same?
Autumn 2022-2023	<ul style="list-style-type: none"> Seasons Light and dark 	Seasonal changes - Autumn Every Day Materials How do we choose materials for a particular use? How can we change materials?	Light What is light, dark and shadow? Electricity Can we control electricity?	Light How does the way light travels allow us to see? Electricity Can we vary the effects of electricity?
Spring 2022-2023	<ul style="list-style-type: none"> The weather Properties of materials – solid and liquid The senses 	Seasonal changes - Winter/Spring (observation of changes over time) Living things - Plants What do plants need to stay healthy? Can living things live forever?	Living Things - Plants How do parts of a plant work?	Earth and Space Sun, Earth and Moon - what is moving and how? Force What processes cause things to move?
Summer 2022-2023	<ul style="list-style-type: none"> Floating and sinking Animals and plants Lifecycles Sorting of materials by properties Pollution 	Seasonal changes – Summer (observation of changes over time) Animals including Humans What do living things need to survive? How do living things stay healthy?	Rocks Are all rocks the same? What is soil made from? States of Matter Is water always wet? What is the water cycle?	Evolution and Inheritance How do living things change and adapt over time and place?

Blue = Physics Road Map Green = Biology Road Map Peach = Chemistry Road Map

Please see also the Science Progression Maps and Science Skills Progression Map.

<https://www.northroadprimaryschool.co.uk/curriculum-progression-maps/>

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. We annotate these as part of our Assessment for Learning. Through-out learning in History, Geography and Science and at the end of a teaching sequence, pupil's test their learning and recall of facts and information through 'low threat' quizzes. This helps develop working and long-term memory.

Equality and Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

At North Road, we support new arrivals through an induction process for the child and the family. When pupils are joining us and English is not their first language, there is a slightly longer induction process. This is to allow time for class teachers, support staff and the wider team to ensure that amendments to the curriculum, classroom resources and classroom environment are in place to support specific needs. For example, multi-lingual books, personalised communication resources and supporting technology.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with Special Needs. The school SEND Policy provides details of how children with SEND have their needs met by the curriculum.

The school's curriculum is designed to promote community cohesion and combat prejudice or stereotyping. The curriculum takes into account the cultural and religious heritage of the school community and is adapted to match the needs of children and groups within each cohort.

See Equalities, Accessibility and SEND policies. All policies can be found on the school website.

<https://www.northroadprimaryschool.co.uk/policies-gdpr/>

Spiritual, Moral, Social and Cultural Education & British Values

At North Road Primary School we recognise the importance of Spiritual, Moral, Social and Cultural Education and that this includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the five key British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values flow through North Road Primary school, from our ethos and vision, to our policy and practice in the classroom.

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.

We believe our pupils should demonstrate outstanding behaviour and self-discipline, supported by parents and our partners in the wider community.

We believe our pupils should leave us confident, proud of their success, able to encourage others and understand the changing world around them. They will be able to look back on a wonderfully happy Primary Education and be eager to start the next stage of their learning.

In addition, these are clearly articulated, as expectations to pupils, in our Behaviour Policy and School Values and Aims,

Finally, in the classroom, during daily school assemblies and in pre and after school provision, we deliver a broad and balanced curriculum, in accordance with National Curriculum requirements, promoting the Spiritual, Moral, Social and Cultural development of pupils at every opportunity; preparing our pupils for the challenges, responsibilities and experiences that life may offer.

Through a broad range of learning opportunities, children develop

- an understanding and appreciation of how different cultures have shaped our school, local community and country;
- the willingness to share and reflect upon their own and others' faith, beliefs and values;
- opportunities to investigate moral and ethical issues without conflict, prejudice and bias;
- a context to use their developing social skills to work with others, regardless of gender, race or sexuality;
- the belief that they can make a positive contribution to the society in which they live.

The Foundation Stage

The curriculum that we teach in the Reception Class meets the requirements set out in the Early Years Foundation Stage, EYFS and fits within the wider curriculum of the whole school: The head (what and how we learn, who we are, how we live and where we fit into the wider world), heart (self-identity and well-being, celebration of differences, relationship skills, listening skills, empathy and teamwork) and hands.

Our school fully supports the principle that young children learn best through play, discovery and well-planned activities, experiences and first hand learning opportunities. Teaching in Reception is delivered through a balance of adult led direct input, child – led learning and discovery. There is a range of continuous provision available within the environment, which is designed to offer a range of open-ended, practical learning opportunities and guided play. The provision is largely based up skills as well as interests and themes in learning. Children are supported to think creatively and imaginatively; explore how resources can be adapted; be challenged and supported to take risks and develop cooperative play and negotiation. Our children have opportunities to consolidate learning, embed skills and follow and deepen their own curiosities and interests, using both the indoor and outdoor learning environment. We value the importance of ‘talk’ and ensure all areas of the classroom encourage meaningful talk and opportunities to read and write.

During the children’s first term in the Reception class, the teachers complete a baseline assessment to record the starting points of each individual child, in the seven areas of learning. Teachers take time to build relationships with each child, learning their interests and ways in which they learn. This assessment forms an important part of curriculum planning for each child and learning builds on the experiences of the children in their pre-school settings. It is tailored to meet the interests and needs of the individual and cohort. Observations, photographs, work samples and Reception Team conversations help to track progress, tailor the curriculum to the needs of the child and are reassessed frequently throughout the year.

We recognise and value the support of parents in a child’s learning journey. Through-out the year, parents are invited to join their child in their learning, celebrations and assemblies. Parents are positively encouraged to complete WOW vouchers to share achievements personal to their child, from outside of school, and these are shared with the class. We recognise the importance of keeping parents informed about their child’s learning and progress and conscientiously foster positive relationships throughout.

Our Reception Curriculum is available on the Curriculum page of our website. Please follow the link: <https://www.northroadprimaryschool.co.uk/wp-content/uploads/2021/09/EYFS-Reception-Curriculum-Overview.pdf>

Phonic Programme

At North Road Primary School, developing a love of reading is a key priority for all of our pupils.

We use the Pearson Bug Club Phonics program in EYFS and Year 1 to teach phonics. This is a systematic synthetic phonics programme, which is delivered in discrete daily lessons and practised through-out the day. Children learn phonemes, digraphs, split digraphs and trigraphs through a multisensory approach, during interactive and fun lessons. Children are also able to practice their phonic learning at home through games and reading books assigned to them in their personalised Bug Club account. We also use a range of reading scheme books and phonically decodable texts to support children’s reading development.

Throughout the year, we constantly reinforce the importance of correct formation of letters, practicing in different ways including the use of shaving foam, sand, play dough, chalks, air writing, interactive whiteboard and individual whiteboards. We also teach the recognition of High Frequency and Tricky Words.

In Year Two, the children continue to follow the Bug Club Phonics programme for Phase 6, which is further enhanced and individualised with a wide range of resources and continuous provision activities.

Following the structure and guidance of the Bug Club Phonics programme ensures full coverage of the teaching of the phonemes and graphemes as well as the teaching of 'tricky words'. Daily teaching and recall of phonic knowledge and reading skills allows the children to apply and consolidate their knowledge in a variety of contexts. This allows children to make links between phonic rules and strategies and apply them in writing and reading tasks more effectively.

For children who require additional support, tutoring is provided in addition to whole class teaching and progress is closely monitored.

The role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area and report regularly to colleagues and Governors;
- provide efficient resource management for the subject through accurate and effective budget control

The school gives subject leaders non-contact time as needed, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They monitor and review the way that the subject is taught across the school, track data and plan for improvements. This development planning links to whole-school objectives through the School Development Plan and subject leaders update the priorities on the SDP Termly Impact Report. Each subject leader reviews the curriculum plans for their subject, monitors Knowledge Organisers and Topic Quizzes and ensures that there is full coverage of the National Curriculum through taking responsibility for the subject progression mapping. Curriculum subject progression mapping is available to view on the website.

Homework

Homework is set so children have opportunities to apply their learning outside of the classroom. Homework will consist of:

- Daily Reading Practice. Parents are expected to listen to their child read daily, to ask their child comprehension questions from the provided year group bookmark and to sign the reading record.
- Spelling Practice. Parents are provided with the weekly spelling lists at the start of each term. Year group or personalised spelling lists are uploaded onto Spelling Shed. Each child can access their spelling list through their personalised account. Children can practice spellings through interactive and fun games. Spelling Lists for the term are also printed on the class newsletter which is sent home during the first week of each term. Spelling patterns/lists are also taught and practised during the school day. Children can attend Spelling Shed Club at lunchtime in order to practice on a laptop. Children are tested on their progress/recall on a Friday. At the end of each term, children are tested on a random selection of spellings from that term.
- Times Tables and related Division Facts: All children in KS1 and KS2 have access to the Times Table Rockstars app, which is set by class teachers to direct support the Times Table/s that they are learning. There is an expectation that all children will log onto the app, at least once a week, to practice quick fire Times Tables. Class teachers and the Maths Subject Leaders closely monitor individual children's use and achievement on the app. Children in Term 6 of EYFS and within Year One, are directed towards to the Numbots App,

to support understanding, recall and fluency in mental addition and subtraction before moving onto TTRS app in the Summer Term of Year 1 or as appropriate.

- Additional work may be set to help specific children with certain areas of difficulty.
- Each term, all children have the opportunity to take part in the Termly Art Project which offers creative challenges using a range of media. Children's artwork is displayed in a variety of locations within the local area or as part of online galleries for the public to enjoy.

Assessing Pupil Progress

At North Road Primary School children's progress, within the National Curriculum, will be described via three progress milestones: 'Emerging', 'Developing' and 'Secure'.

- Progress for children beginning to demonstrate learning within their year group expectations will be described as 'emerging' (0-49% objectives met)
- Progress for children who are developing their skills in their year group expectations will be described as 'Developing' (50 – 74% objectives met)
- Progress for children meeting their end of year expectations will be described as 'Secure'. (75% + objectives met)

If a child is working below year group expectations, their progress may be described using the expectation for the year group that they are working within.

Progress is tracked on the North Road Assessment Tracker which, is linked to the South Gloucestershire Age Related Expectations (ARE). Both 'achieved' and 'in progress' data is monitored in order to provide an accurate picture of progress across the year. For Years 2 and 6, progress is also monitored against the Teacher Assessment Framework.

Progress in Reading is monitored Termly, through the use of RM Reading Baseline, where a child's reading age is monitored and tracked. This allows pupils to be supported with additional interventions or extended, where required.

Within EYFS, children's progress is assessed regularly throughout the Reception year and described as being either 'On Track' or 'Not on Track'. Children who are 'On Track' are developing in line with a typical child at that specific time of the year. Each child is holistically assessed by the whole Reception staff team and 'Development Matters 2020' is used as a supporting guide to judgements. Each child has a data sheet which provides a dialogue of the child's individual progress within the Seven Areas of learning and assessments are shared and discussed with the SLT and SENCo three times a year. At the end of the Reception year, the Early Years Profile is completed for each child and children are assessed against the 17 Early Learning Goals either, meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging). The profile is used to inform parents of progress as well as supporting conversations with the Year 1 teacher to support and guide transition into the National Curriculum.

Sport and Physical Education

Sporting provision at North Road Primary School ensures that our children have the chance to participate in 2 hours per week of physical exercise and excel in a wide range of sports delivered by both teaching staff and professional coaches. As a result, teams from North Road Primary School regularly compete in local competitions, in a range of sports. In addition to PE lessons all children take part in a weekly 'Wake n Shake' session and 'The Children's mile'.

At North Road Community Primary School, we are committed to increasing children's physical activity and therefore on PE days the children wear their PE uniform of black joggers, bottle green T Shirt, school PE hoodies and black trainers. By being prepared for physical activity, we can increase the time given to both PE lessons, physical activity and other classroom based learning.

At North Road Community Primary School, we offer a wide range of sporting after school clubs including netball, football, gymnastics, hockey, yoga and fencing.

Monitoring and Review

Our Governing Body's Curriculum and Pupil's Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

We have named governors for English, Maths, Science, Computing, Early Years, PSHE, RE, Health and PE, Pupil Premium and Inclusion. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

Subject Leaders monitor the way their subject is taught throughout the school and the progress made by pupils. They review long-term and medium-term planning and complete learning walks, book scrutinies and pupil conferencing to ensure that appropriate teaching strategies are used and correct content is taught. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Signed: S Stillie (Headteacher) Date: May 2022

Signed: L Thomas (Chair of the Curriculum and Pupils Committee)

Following Review of the Policy by C&P Committee on 4th May 2022 and Ratification at FGB on 17th May 2022.

Date of Policy – April 2022 Policy review date – April 2024