

Perton Primary Academy					
Approved by:	PPA LAC	Issue date:	6.9.23	Review date:	6.9.24
Written by:	A Darbey /M Moore/ Subject Leads		Policy Title: Curriculum Policy		
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

Curriculum Policy

Curriculum Intent

At Perton Primary Academy, our curriculum is designed to give children memorable learning experiences that enable a range of skills and knowledge that continually develops. Our curriculum allows children to explore the breadth of the National Curriculum.

We use 'Cornerstones Curriculum', which is delivered through termly topics to engage and motivate children whilst following their natural curiosity. Cornerstones provides a coherent, progressive framework to ensure children are taught the relevant skills at the appropriate time.

Through our curriculum, children have opportunities to work creatively, developing new and varied skills. Clear links are made between learning through cross-curricular opportunities with Mathematics and English, ensuring our basic skills are consistently promoted and demonstrated.

Children understand the purpose of their learning in relation to their topics and the wider world. There is a consistent balance of challenge and enjoyment within each topic. In terms of wellbeing, our aim is that our curriculum enables children opportunities to develop their own confidence and self-esteem to learn in a positive environment. We encourage children to be reflective and learn how to respect one another whilst providing opportunities for collaborative work to build friendships.

Each topic begins with a 'Memorable Learning Experience', which is the 'hook' to engage and motivate the children in their new topic. Through their topic, children are given enriching and immersive opportunities to learn both in and outside of the classroom. Parental involvement is important to us and through sharing topics with information letters and inviting parents to curriculum events and workshops, opportunities are developed for collaborative learning.

We firmly believe that these skills and knowledge will enhance children's enjoyment of learning, establish strong and positive relationships with their peers, develop positive views of themselves and others and promote our **PERTON Values** of **P**roud, **E**nthusiastic, **R**espectful, **T**houghtful, **O**pen-minded and **N**urturing.

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PERTON Value	How our curriculum supports this value:
Proud	<ul style="list-style-type: none"> <input type="checkbox"/> Providing opportunities for children to showcase their work to a given audience. <input type="checkbox"/> Allowing collaboration in small groups and buddies throughout their learning.
Enthusiastic	<ul style="list-style-type: none"> <input type="checkbox"/> Providing memorable learning experiences for the children during each topic for children to explore new situations. <input type="checkbox"/> Encourage children to be 'hooked' into learning at the start of each new topic.
Respectful	<ul style="list-style-type: none"> <input type="checkbox"/> Encouraging children to be reflective about their own learning and that of others. <input type="checkbox"/> Developing opportunities to develop mutual respect. <input type="checkbox"/> Celebrating each other's successes regularly. <input type="checkbox"/> Sharing resources when learning. <input type="checkbox"/> Listening to each other's views and opinions. <input type="checkbox"/>
Thoughtful	<ul style="list-style-type: none"> <input type="checkbox"/> Allow individual lines of enquiry. <input type="checkbox"/> Develop understanding by asking probing questions. <input type="checkbox"/> Involving children in sharing views about their learning through use of pupil voice. <input type="checkbox"/> Provide opportunities for children to make choices and take ownership of their learning in their 'Innovate Board' challenges. <input type="checkbox"/> Providing a broad and balanced curriculum.
Open-minded	<ul style="list-style-type: none"> <input type="checkbox"/> Encouraging children to share their ideas and recognise misconceptions as a key learning point. <input type="checkbox"/> Develop self-confidence and self-esteem through a range of new topics. <input type="checkbox"/> Develop a range of skills over time that they have opportunities to apply independently.
Nurturing	<ul style="list-style-type: none"> <input type="checkbox"/> Providing opportunities to peer assess and support one another.

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- Allowing children to work in small groups, with buddies and independently at varying stages of learning.

Perton Values

- P – Proud** I take pride in my work and appearance.
I am proud of my own and other’s achievements. I am proud to be part of our school community.
- E – Enthusiastic** I show enthusiasm when I am learning.
I enjoy learning new things.
I am positive even when I find something difficult.
- R – Respectful** I am respectful towards adults and peers in class.
I show consideration for others.
I respect school property.
I always use good manners.
- T – Thoughtful** I take a thoughtful approach towards work. I enjoy finding out more about things.
- O – Open-minded** I am accepting of other people’s differences. I am willing to consider new ideas.
I can acknowledge my areas for development.
- N – Nurturing** I care about helping myself and others grow.
I can show kindness towards others.
I can look for opportunities to help my community.

Teaching of Writing

Intent – What is the intent for our teaching of writing?

At Perton Primary Academy, our writing curriculum endeavours to inspire children to have a love of, and a mastery in, the use of words, language and stories. We strive to enrich our children’s vocabulary in all areas through regular and visible exposure to words from across subject areas, ensuring a focus on understanding meanings.

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Through the use of quality texts, our children will be facilitated to write confidently in a range of genres in order to convey meaning across the wider school curriculum and beyond. We intend for all children at our school to know that every child is a writer and that they are 'Proud' of their work. The children are exposed to a range of high-quality texts which scaffold and inspire their writing and literary experiences.

Implementation - How do we teach it?

We engage our children throughout the teaching of writing by adapting an immersive narrative approach using key texts within each year group. This is done at different points throughout our stories and can be seen through our use of the 'Magic Story Box' which transports the children into story world allowing themselves to be fully immersed in the narratives.

We develop the skills that children need to be successful writer by adapting The Wright Stuff approach. Teachers explicitly model the writing process at all stages which can be seen on our interactive whiteboards and working walls. We make use of the 'FANTASTICS', 'GRAMMARISTICS' and 'BOOMTASTICS' throughout the year to support the children's understanding of sentences structure.

Through the development of the skills, the children can then innovate their own narrative and non-fictional writing thereby encouraging an increased independence and ownership of their writing using support from their teacher and their peers.

Throughout their journey as writers, we know it is imperative to provide all children the opportunity to write about experiences or stories that interest them and to share with us all they have learnt during their 'develop' and 'innovate' stages. This opportunity of independent writing is a celebration of all the children have achieved in the writing process.

How do we provide feedback?

At Perton Academy, we believe that effective feedback can be provided in a variety of ways. Our teachers use 'in the moment' feedback to address any misconceptions as they arise. This guides and supports the children in their work. This can be seen through the children's use of purple pen to revise their work and make alterations or improvements where necessary. Teachers readily adapt their planning and teaching to meet the needs of the children as they arise and teachers are to use 'pink for think' to guide pupils where they need to edit their own work and 'green is good' for celebrations of taught spelling, punctuation, grammar and great literary content.

How do we assess it?

Teachers assess the children's writing in line with the age-related expectations of the 2014 National Curriculum. Teachers use the SUAT moderation guidance for writing

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to support their judgement for each child's independent writing at the end of each term.

Handwriting

Intent

At Perton Primary Academy, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in and have a sense of ownership of their work.

Furthermore, throughout school, we aim to establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard as well as that which shows rapid improvement.

Implementation

Early Years Foundation Stage

- Children are given daily opportunities to develop their small and large muscle movements including balancing, climbing, marching and moving to music.
- Manipulative skills are encouraged such as using tools, cooking utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.
- Daily opportunities to mark make with a variety of writing implements and one handed tools.

When children are showing a Readiness for Writing, children are then taught the correct letter formation, in line with the RWI phonics programme and are not yet taught the cursive style. Adults are continually modelling correct formation and pencil grip; ensuring children are practising handwriting under supervision, addressing mistakes correctly. Children are given tripod pencils to ensure tripod grip is correct. In Reception, when children are consistently using the correct grip, ordinary writing pencils are then introduced. **Key Stage 1 and 2**

- Children are taught to use the cursive style of handwriting to encourage fluency. This is a consistent approach from Year 1 to 4.
- Cursive Style is evident and modelled correctly when writing in children's books, on the whiteboard, on displays and when producing resources.
- Children are taught the correct writing posture, ensuring the free hand is holding the paper/book and feet are firmly on the floor.
- Throughout school when children are writing freely and legibly, a pen can be introduced.

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Teaching of Reading

Intent – What is the intent for our teaching of reading?

At Perton Primary Academy, we believe that reading is an essential life skill; it is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. We are committed to enabling our children to become lifelong readers. We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts. Our curriculum is delivered through RWI synthetic phonics (see below for our phonics policy), a linked approach to VIPERS shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

Implementation - How do we teach it?

As outlined below, our implementation of reading for the children at Perton Academy starts with our SSP approach using RWI. From year 2 – 4 , our whole class and guided reading sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. Pupils complete 4 VIPERS session per week where the children develop the skills needed for reading, Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence/Summarise. Teachers explicitly develop children's vocabulary and retrieval skills daily while also focusing on other skills through each block. We continue to expose children to a range of high-quality texts in addition to those that inspire writing to ensure the children have a wide range of genres, stories and poetry in their reading repertoire.

How do we provide feedback?

Throughout the week, teacher's have opportunities to hear the children read aloud, engage in class based or group discussions around the text and support and model examples of a range of reading skills. Following these sessions, each week the children will answer questions about the text by applying the skills that they have learnt. Teachers' may provide feedback using 'verbal feedback' to support or move

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the learning on or make use of pink and green highlighters for instant feedback which allows the children an opportunity to take ownership over their corrections using purple pen.

How do we assess it?

Teachers' use a range of assessment techniques to form a holistic assessment of children's reading throughout the year. Children are assessed weekly on cornerstones following our VIPERS lesson where teachers can focus on the skill that has been taught and the children's application of that skills. Teachers' are also supported in their assessment of the children's fluency and comprehension of what they read using the Oxford Big Cat Reading Assessments.

Teaching of Maths

Intent – What is the intent for our teaching of mathematics?

At Perton Primary Academy, we understand that our learners come from a wide variety of backgrounds with varying exposure to mathematical concepts and practical experience. As a result, they require robust and clear progression through mathematical concepts and support with learning. The goal of our Maths teaching is to deliver the core aims of the National Curriculum - both in the mathematics lessons and across the curriculum as a whole. Our children will be taught to be confident, successful and proficient mathematicians who can apply their Maths to other contexts and situations. We want all children to be able to see mathematics as an interconnected subject and be able to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We want our children to apply their mathematical knowledge to science and other subjects and ensuring the children leave Perton Primary ready for middle school, with excellent foundations for future learning.

Implementation - How do we teach it?

Mathematics is timetabled 5 times a week for at least an hour as well as additional sessions to improve fluency. Progression within each area of calculation is in line with the programme of study in the 2014 National Curriculum. The calculation policy should be used to support children to develop a deep understanding of number and

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calculation. The maths policy has been designed to teach children through the use of concrete, pictorial and abstract representations.

- Concrete representation— a pupil is first introduced to an idea or skill by acting it out with real objects. This is a ‘hands on’ component using real objects and is a foundation for conceptual understanding.
- Pictorial representation – a pupil has sufficiently understood the ‘hands on’ experiences performed and can now relate them to representations, such as a diagram or picture of the problem.
- Abstract representation—a pupil is now capable of representing problems by using mathematical notation, for example $12 \times 2 = 24$.

It is important that conceptual understanding, supported by the use of representation, is secure for all procedures. Reinforcement is achieved by going back and forth between these representations.

Lesson Structure

<u>Area of Learning</u>	<u>Format/ Sequence</u>
<u>Fluency</u>	<ul style="list-style-type: none"> • Recall tasks based on flashback 4 from WR <p>(beginning of each lesson in KS1/2)</p> <ul style="list-style-type: none"> • KIRFs used in lessons and fast maths used and monitored to support fluency facts learning. (KIRFs doc shared with parents start each HT). • Mastering number • Testbase questions
<u>Vocabulary</u>	<ul style="list-style-type: none"> • Vocabulary slides should be shared at the beginning of the lesson to discuss and reinforce key vocabulary. • New vocabulary must be displayed in the classroom. • Teachers and TAs to model vocabulary throughout the lessons and expect to hear it in children’s answers. • Children repeat new vocabulary then discuss and explain.

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	<ul style="list-style-type: none"> Revise vocabulary with the children giving them opportunities to explain or revoice meanings to a partner or the class.
<u>True/ False</u>	<ul style="list-style-type: none"> Lesson opener completed on whiteboards and then discussed. Model answers and re-voicing is important. Can be used during staggered starts. Could also be used as a challenge at the end of the work and/ or as a plenary.
<u>Core Maths learning</u> <u>- White Rose Maths</u>	<ul style="list-style-type: none"> Lesson progression is guided primarily by White Rose (WR) structure and small steps. Questions to be selected from WR and NCTEM materials for children to complete into books. Bitmojis can be used in questions. (See examples below). All lessons to be planned using WR teaching slides as a basis, videos to only be used for teacher's understanding of the lesson content and model tasks and descriptive methods. Stem sentences should be highlighted in blue – children can chant/ pair repeat these. Stems should be repeated on subsequent slides for use answering questions. Children should be encouraged to use stems to explain concepts and ideas. Stem questions could be written up into books or used as a close practice to add in key vocabulary. Challenging questions can be including on teaching slides as required. Manipulative based lessons where there are less written outcomes can be recorded with photographs and a comment relevant to the individual child – what was the outcome for them – did they understand the small step? Use of NCETM to support and supplement and NRich to challenge.
<u>Presentation</u>	<ul style="list-style-type: none"> Use pencil for Maths writing and rulers for drawing lines and representations. Short date into book (each digit in a box) and title written into books. Underlined.

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	<ul style="list-style-type: none"> • Number formation should be clear and unambiguous and practised if necessary. • High expectations for presentation must be upheld – including squares being used to establish numbers and place value columns.
<u>Personalised curriculum</u>	<ul style="list-style-type: none"> • Appropriate challenge given to those who finish quicker than others. • Scaffolding learners with resources if necessary. • Pre/post learning given.

How do we provide feedback?

- Live Marking can be used alongside teacher 'live' feedback.
- Mark following marking policy – green and pink highlighter.
- Self/Peer marking can be completed in lessons in **purple** pen.
- Aspiring to resolve misconceptions through pre/post learning before next lesson.

How do we assess it?

Summative testing takes place through end of unit assessments and termly year group assessments provided by White Rose. Additional assessment for learning is made throughout formative assessments made by the class teacher and teaching assistant daily to inform next steps, misconceptions and progress. Year 4's also complete the statutory Multiplication Times table Check (MTC) and Year 1 will have optional SATs testing.

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Teaching of Phonics

Intent – What is the intent for our teaching of phonics?

At Perton Primary Academy, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics.

In Read Write Inc. Phonics pupils will learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Learn to blend words together.
- Read common exception words on sight
- Read texts and words that are within their phonics capabilities as early as possible.
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words Teaching of Read

Write Inc will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- Excite and stimulate children through active learning in which they enjoy achieving and progressing
- Uses phonics, reading and writing skills together to connect and support each of these aspects
- Encourages consistency of teaching and learning across the school in this area
- Accelerates children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check in Year 1 and throughout the school.

Implementation - How do we teach it?

A daily phonics lesson is timetabled for children to practise skills needed for reading and writing. The children are grouped according to their knowledge of the graphemes and phonemes in the English language and their reading ability.

Speed sound sessions

Children will learn between 2-3 sounds a week. They will say the sounds using pure sounds and will review previously taught sounds. Children will use 3 strategies to read new words; 'Spot the Special Friends, Fred Talk, Read the word'. The children will have the opportunity to become speedy reader by reading words as quickly as

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possible with 'Fred Talk in your head'. Children will use Fred Fingers to help the spell words; they will count the sounds, pinch the sounds and write the sounds.

Reading sessions

Accuracy is developed through:

- Reading new sounds and previously taught sounds
- Sounding out the names of characters and unfamiliar words
- Understanding the meaning of new words
- Reading the story

Fluency is developed through:

- Reading the words in the story speedily
- Teaching the story, 'jumping in' when the teacher allows
- Reading the story with increased speed Comprehension is developed

through:

- Predicting the outcomes after listening to story introduction
- Discussing and comparing key moments in the story
- Reading the story with a storyteller's voice Answering questions about the story.
- Asking questions related to the reading VIPERS.

How do we provide feedback?

Our phonics teachers provide in the moment feedback to address misconceptions that may arise in sound pronunciation, reading or letter formation. Children work together to check spellings of words and use purple pens to correct any mistakes. During reading activities teachers listen to and model good reading practice; this is praised during lesson time.

How do we assess it?

Children are assessed every six weeks in school on their grapheme-phoneme correspondences and their reading of the text. This is to ensure that the phonics group that they are in, is closely matched with their phonic knowledge. On-going assessments are also used to identify children that may need additional support. When pupils are successful at completing the final Read Write Inc Phonics assessment, they will then progress to Read Write Inc Spellings. Our aim is to ensure that children progress in-line with the National Curriculum expectations.

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Teaching of Science

Intent – What is the intent for our teaching of science?

At Perton Primary Academy, we believe that teaching and learning in Science should excite and stimulate children's natural curiosity. We aim to increase pupils' knowledge and understanding of the world around us through, encourage respect for living organisms and the physical environment, instil scientific enquiry through practical investigations and provide opportunities for critical evaluation and analysis of evidence.

In conjunction with the National Curriculum, our Science teachings aims to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.
- Develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery.

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school, which is linked, where possible to the themed topics on Cornerstones to provide a creative scheme of work, which reflects a balanced programme of study.

Implementation - How do we teach it?

At Perton Primary Academy teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science.

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- Science is taught for one hour a week. The strands of the National Curriculum are taught throughout our Topics (Linked where possible). For Topics that don't link to a Science strand, the strand is taught discretely to ensure coverage of the National Curriculum and allowing learners opportunity for a greater depth of knowledge.
- Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up. What If questions used and next steps to probe and deepen understanding.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills and vocabulary are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding.

How do we provide feedback?

'In the moment' feedback is provided during lessons to address misconceptions as they arise. We use pink & green highlighters as a visual reference for pupils for predictions, conclusions and misconceptions of scientific knowledge. A pupil's response is shown via purple pen. Staff indicate when they have supported pupils using T / TA. Verbal feedback is indicated with a V symbol. What if sticker are used to probe and deepen understanding (Minimum three a half term)

How do we assess it?

Science is assessed through teacher assessment of the knowledge and skills acquired in lessons in line with the 2014 National Curriculum. Termly Headstart

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Science assessments are completed to support teacher assessment. Teacher assessments are input termly on Cornerstones, which are evaluated by the subject leader. Assessments are then used to inform future planning.

Weekly retrieval tasks are used to ensure we interrupt the forgetting curve and children retain their substantive knowledge.

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Teaching of Physical Education Intent

Intent– What is the intent for our teaching of PE?

At Perton we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

Implementation - How do we teach it?

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma
- Staff know about the safe practices involved in moving and using apparatus
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides a PE kit for all children and does not discriminate based on gender, race, disability, sexual orientation or belief.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
 - School shoes are not permitted to be worn for PE.

The PedPass programme is followed, this covers the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. Pupils develop physical skills, knowledge and understanding as well as learn about fitness, cooperation and fair play.

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How do we provide feedback?

During PE lessons, teachers have the opportunity to use 'in the moment' feedback to address any misconceptions and allow learners to correct and develop their skills.

How do we assess it?

Assessment of children's learning in PE is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform the support and challenge required by the children. Teacher Assessments are completed termly on Cornerstones.

PE is also monitored by the subject leader throughout the year in the form of monitoring Class Dojo, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

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Teaching of Computing

Intent – What is the intent for our teaching of computing?

At Perton Primary Academy our intent is to provide high-quality computing education equipping pupils to use computational thinking and creativity to understand and use existing and future technology in an ever changing digital world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create programs, systems and a range of content through different applications and software. We also aim to ensure that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

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

Implementation - How do we teach it?

We engage our children throughout the teaching of computing by exposing them to different applications and software on a range of devices.

We develop the skills that children need to be successful in computing by building on their prior knowledge of applications and software in different year groups and progressing them through embedding new vocabulary and processes.

Children then apply the skills they have learnt through different independent and group tasks to complete based around different criteria.

We provide children with opportunities to express the knowledge that they have learnt through allowing freedom to explore and utilise their skills through end of unit presentations, multimedia challenges and Lego Wedo coding challenges.

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At Perton Primary Academy our Cornerstones curriculum underpins Computing as a cross-curricular subject and it is present throughout each of our Topics covering the National Curriculum and ensuring progression throughout the school. Each Year group has a 1-hour session with the different hardware available (Laptops, chromebooks and IPADs are used for learners to experience different devices). This also broadens the software they are exposed to for different purposes e.g., Microsoft packages including, word, PowerPoint, publisher, along with different Applications such as Keynote, pic collage, iMovie and Scratch. The software enables children to be taught effective computing skills for life in word processing and data input alongside more specific skills in coding and programming. Each child has access to the internet and is taught how to use it appropriately and safely alongside how search engines and websites operate. Internet safety is taught regularly at an age appropriate level and forms the basis of all Computing learning and is underpinned by our Acceptable use policy.

Lego WeDo is also utilised termly for each year group to bolster knowledge and understanding of coding in a practical manner, teaching the fundamentals of programming and debugging algorithms.

How do we provide feedback?

During computing lessons, teachers have the opportunity to use 'in the moment' feedback to address any misconceptions and allow learners to correct and develop when using different applications and software.

How do we assess it?

At Perton Primary Academy we use Teacher assessment on Cornerstones based on the coverage of each class based on the 2014 National Curriculum objectives. This helps to define the children's understanding and inform teachers planning. Assessments are monitored termly by the Computing co-ordinator.

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Teaching of PSHE

Intent – What is the intent for our teaching of PSHE?

Our PSHE education follows the PSHE Association programme which promotes our school ethos and is underpinned by the school values of ‘Proud, Enthusiastic, Respectful, Thoughtful, Open-minded and Nurturing’. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the ‘Academy Ambassadors’. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through planned lessons, the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Children learn how to be happy, safe and healthy by making the correct decisions.

Implementation - How do we teach it?

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish ‘ground rules’ that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own ‘ground rules’ at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We respect each other’s privacy (confidentiality)

We follow 1Decision which allows PSHE to be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school ambassadors and outside agencies. Children have opportunities to watch videos relating to the topic and have an opportunity to make the right decision. Children have their own learning journals for PSHE that communicate prior learning as children move classes throughout KS1 and KS2.

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How do we provide feedback?

Staff provide feedback straight away to children so that it is 'in the moment' and purposeful for the children. This allows misconceptions to be addressed straight away as well as children being praised for excellent work.

How do we assess it?

During lessons, teachers use questioning to assess children's ideas, skills, knowledge and evaluation. This assessment is then used to inform the support and challenge required by the children. Teacher Assessments are completed termly on Cornerstones.

PSHE is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Teaching of Art

Intent – What is the intent for our teaching of Art?

Art forms a valuable and meaningful part of the broad and balanced curriculum at Perton Primary Academy. Art lessons enable pupils to express themselves, develop the school values through their learning and buoy their personal wellbeing.

Implementation - How do we teach it?

Pupils are given the chance to explore materials and techniques, recording their investigations and findings in their own sketchbook which is an individual record of their explorations.

They are engaged in topic-themed work through Cornerstones, where teachers adapt and extend lessons to allow time for researching artists and techniques, exploring materials, planning their work and evaluating their own and other's pieces. The children are provided with one whole-school Art Installation event, one visit from

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an artist or craftsperson from the local community and one lesson looking at an Art Museum through Google Arts and Culture per academic year.

The school values are strongly embedded in the teaching of Art and teachers use Dojo to reward these characteristics during lessons. Teachers model the values through discussions of work

How do we provide feedback?

Teachers will always provide specific verbal feedback during lessons. An exemplary piece of work will be critiqued together as a class during each topic. Feedback is also provided in the evaluate phase to help learners self-assess their own work and designs.

How do we assess it?

During lessons, teachers use questioning to assess children's ideas, skills, knowledge and evaluation. This assessment is then used to inform the support and challenge required by the children. Teacher Assessments are completed termly on Cornerstones.

Art is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

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Teaching of D&T

Intent – What is the intent for our teaching of D&T?

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

At Perton Primary Academy, with our cross-curricular approach to learning through Cornerstones, our aim is to provide learners with the opportunities to take risks and be innovative in creating designs that are fit for purpose. Learners will be provided the opportunity to design, make, evaluate and be exposed to the relevant technical knowledge in line with the 2014 National Curriculum. This will be done through a range of products and tasks in our Topics throughout the year.

Implementation - How do we teach it?

At Perton Primary Academy Design and Technology is taught in line with the 2014 National Curriculum. During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. During KS1 and KS2 learners engage in a variety of creative and practical activities. Learners are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making, whilst working in a range of relevant contexts.

Learners engage in various D & T projects as part of their Topics each term (At least one per term).

At Perton Primary Academy we also provide the requirements of the National Curriculum for Food and Nutrition through Phunky Foods. Each Year group has one Phunky Foods recipe per term to provide broad and balanced opportunities for cooking. Progression throughout the year groups is provided by the different recipes, which build on prior knowledge and skills.

How do we provide feedback?

During Design and Technology lessons, teachers have the opportunity to use 'in the moment' feedback to address any misconceptions and provide instant feedback to learners in their design and make phase. Feedback is also provided in the evaluate phase to help learners self-assess their own work and designs.

How do we assess it?

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Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform the support and challenge required by the children. Teacher Assessments are completed termly on Cornerstones.

Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

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Teaching of Geography

Intent – What is the intent for our teaching of Geography?

At Perton Primary Academy, our aim is to equip our children with geographical skills and knowledge they can apply in real life contexts. We strive to stimulate their curiosity and fascination with the world and the people who inhabit it. Considering the impact humans have on the planet, promoting a development of social, moral and cultural understanding. We plan lessons to ensure our children have the excitement and enthusiasm to participate in lifelong learning and developing transferable skills.

Through the teaching of geography, we aim to

- stimulate pupils' curiosity about their immediate surroundings and the wider world.
- create and foster a sense of wonder about the world.
- inspire a sense of responsibility for the environment and people of the world.
- understand what it means to be a positive citizen in the world and demonstrate British values.
- develop pupils' competence in specific geographical skills including field studies and map work.
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making within geography.
- increase pupils' knowledge of the changing world and promote understanding, concern and respect for the planet and its people.

Implementation - How do we teach it?

Geography is taught through Cornerstones using the knowledge rich and the imaginative learning projects. This ensures progression of skills and knowledge through the year groups from EYFS to year 4.

Initially the children take part in a memorable experience to 'hook' them into the subject matter. They begin their journey through introductory knowledge sessions to give them sound foundations. Geographical skills and knowledge are developed through a range of learning activities. Children's geographical knowledge and skills are revisited through challenges that reflect on their prior learning. Children are then assessed and their knowledge is put into practice. Opportunities for fieldwork are taken where possible in the locality including redeveloping links with local community groups like 'Wild about Perton'.

Picture News during assembly gives additional opportunities to embed and enhance understanding especially of locations and environmental issues. All year groups use these resources at regular intervals throughout the term.

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How do we provide feedback?

Teachers use 'in the moment' opportunities to give feedback whether to a group or an individual during geography work. Misconceptions are addressed at this time. Working on the Innovate stage of the projects allows for additional feedback.

How do we assess it?

During the Express stage there is opportunity for assessment. Teachers assess using the 2014 National curriculum objectives for geography recording these on Cornerstones. Teacher assessment is monitored termly by the geography subject lead. Throughout the year, the subject lead monitors geography through book looks, pupil voice and learning walks.

Fortnightly retrieval tasks are used – Last Lesson – Last Unit – Last Year to ensure we interrupt the forgetting curve and children retain their substantive knowledge.

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Teaching of RE

Intent – What is the intent for our teaching of RE?

At Perton Primary Academy, we are committed to the teaching of religious education to help prepare our children for the world. We encourage the children to understand how others practice their faith and ask questions because it is important to learn about religion but also from religion. We recognise the importance of R.E. in developing the spiritual, moral, social and cultural understanding of our children and the contribution it makes to other aspects of the school's curriculum, values and ethos.

At Perton Primary Academy through the teaching of RE we hope to

- extend their knowledge and understanding of world faiths.
- build on their previous learning.
- develop spiritual, moral, social and cultural understanding through R.E.
- encourage children to discuss, listen to and respect the opinions of others.
- immerse the children in 'Interfaith days'- eg Diwali.
- make connections to the Fundamental British Values through Picture News.

Implementation - How do we teach it?

R.E is taught through Cornerstones using the Love to Celebrate projects. This ensures progression in knowledge through the year groups from EYFS to year 4. Each project follows the same format:

Initially the children take part in a memorable experience to 'hook' them into the subject matter. They begin their journey through introductory knowledge sessions to give them sound foundations. R.E. knowledge is developed through a range of learning activities. Questioning is used to help developing understanding. Children's knowledge, understanding of vocabulary and skills are revisited through challenges that reflect on their prior learning. Children are assessed and their knowledge is put into practice.

Opportunities for interaction with different faith groups are being developed creating links with local faith groups like Perton Church and also staff knowledge in celebrations like Diwali.

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Picture News during assembly gives additional opportunities to embed and enhance understanding of world issues. These sessions highlight the 5 Fundamental British Values through news items. All year groups use these resources at regular intervals throughout the term.

How do we provide feedback?

Teachers use 'in the moment' opportunities to give feedback and consider misconceptions whether for a group or an individual. Teacher's take the opportunity to use class work in R.E. to encourage discussion allowing teachers to address misconceptions. Working on the Innovate stage of the projects allows for additional feedback.

How do we assess it?

There is opportunity for assessment through evaluation question. Teacher assessment is monitored termly by the R.E. subject lead. Throughout the year, the subject lead monitors R.E through book looks, pupil voice and learning walks.

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Teaching of History

Intent – What is the intent for our teaching of history?

At Perton Primary Academy, we aim for children to be fascinated by the past and willing to learn about the influential people and events that shaped the world we live in today. We strive for our learning to be purposeful and focus on how historians learn about the past as well as looking at the events that have happened. Teachers ensure their lessons are planned to engage children's curiosity so children can get the most out of their learning. We want our children to be able to reflect on past events and form their own opinions about how and why the world has changed so that they can grow into respectful individuals who consider the actions they take.

Implementation - How do we teach it?

History is taught through Cornerstones using the knowledge rich and the imaginative learning projects. This ensures progression of skills and knowledge through the year groups from EYFS, who follow Understating the World framework for History, to year 4. Each project follows the same format:

Initially the children take part in a memorable experience to 'hook' them into the subject matter. They begin their journey through introductory knowledge sessions to give them sound foundations. Historical skills and knowledge are developed through a range of learning activities. Children's historical knowledge and skills are revisited through challenges that reflect on their prior learning. Children are assessed and their knowledge is put into practice.

Opportunities for History driven trips are taken where possible in the topics that suit the history learning aims the most.

How do we provide feedback?

Staff provide feedback straight away to children so that it is 'in the moment' and purposeful for the children. This allows misconceptions to be addressed straight away as well as children being praised for excellent work.

How do we assess it?

We use the Big Question from pupil's front covers to complete a final outcome. Using knowledge and skills they have been taught throughout the topic. For example – Year 2 – Debate – Which Monarch was the most powerful and why?

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Fortnightly retrieval tasks are used – Last Lesson – Last Unit – Last Year to ensure we interrupt the forgetting curve and children retain their substantive knowledge.

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Teaching of Music

Intent – What is the intent for our teaching of music?

Everyone is a musician at Perton Primary Academy. Our music curriculum is accessible for all and inspires a love of music within our pupils. Through music, we promote our school values by:

- providing opportunities for children to be **proud** of their musical performances;
- providing new situations and skills for children to be **enthusiastic** about;
- encouraging children to show **respect** when listening to others perform;
- supporting children to make **thoughtful** creative choices when composing music;
- encouraging children to be **open-minded** when learning new skills and developing self-confidence, and
- promoting opportunities for children to **nurture** collaborative skills when working and performing with their peers.

Implementation - How do we teach it?

Music is delivered through a personalised curriculum which is a progressive scheme of work that integrates singing, playing, listening and composing.

Music is taught for either weekly for at least 30 minutes each week or fortnightly for an hour. Throughout the academic year, children will also learn songs for celebration performances, such as Harvest, Christmas and Easter.

How do we provide feedback?

Teachers provide specific, verbal feedback during music lessons. This creates the opportunity for a constructive dialogue between teachers and students to ensure that children understand their feedback and the actions they must take to improve.

How do we assess it?

Assessment takes place each term using cornerstones assessment.

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Knowledge Organisers

Knowledge organisers are used to Pertonalise our curriculum. Staff select appropriate lessons from their cornerstones topic in line with the national curriculum. We exclude lesson that hold limit impact for the children and their learning. Teachers will create their Big Question and devise their sequence of lessons to ensure children can be successful in achieving their end goal. Children are challenged appropriately, as teachers have high expectations to go deeper with the curriculum in all subject areas giving opportunities to excel.

Perton Primary Academy Knowledge Organiser

<i>History Topic: Magnificent Monarchs</i>	<i>Year Group: 2</i>				
<p><i>Overview: This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</i></p> <table border="1"> <tr> <td style="background-color: yellow;"></td> <td><i>Evident in books</i></td> </tr> <tr> <td style="background-color: blue;"></td> <td><i>Evident in pupil voice</i></td> </tr> </table>			<i>Evident in books</i>		<i>Evident in pupil voice</i>
	<i>Evident in books</i>				
	<i>Evident in pupil voice</i>				

<p><i>Significant dates (timeline)</i></p> <ul style="list-style-type: none"> • 871 AD - King Alfred • 1066 - William the conqueror • 1509 - Henry VIII • 1558 - Elizabeth I • 1837 - Queen Victoria • 1953 - Queen Elizabeth II 	<p><i>Key vocabulary:</i></p> <ul style="list-style-type: none"> • Monarchy • Hierarchy • Power • Sovereign • AD and BC • Portraits • Royal residencies • Sources
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<ul style="list-style-type: none"> • 2022 - King Charles III 	<ul style="list-style-type: none"> • Significant • Feudal system • Impact • Reign • Artefact • Timeline • Absolute power
<p><i>Significant / famous people:</i></p> <ul style="list-style-type: none"> • Alfred the Great • William the conqueror • Henry VIII • Elizabeth I • Queen Victoria • Elizabeth II • King Charles III 	

<p><i>Prior Learning:</i></p> <p>Reception - rulers Year 1 - Childhood and School Days</p>	<p><i>Future Learning:</i></p> <p>Year 3 - Emperors and Empires Year 4 - Invasion</p>
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<p><u>Key knowledge:</u></p> <p><u>What is a monarchy</u> A monarchy is a country that has a king or queen as head of state. The king or queen is known as the monarch.</p> <p>To explain a monarchy.</p> <p>To know the 6 significant monarchs in Britain.</p> <p>Evidence of what the monarchs have achieved in their reign.</p> <p>Explain the impact of monarchs actions</p> <p>Historical sources</p>
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A historical source something that tells us about history. It may be a document, a picture, a sound recording, a book, a cinema film, a television program or an object. Any sort of artefact from the period in question that conveys information can qualify as a source.

To know what a historical source is.

To know what an artefact is.

To know how this can be used to learn from the past.

Examples of historical sources (byoux tapestry) and what this tells us.

Feudal system

The feudal system was a hierarchy, a way of organising the people in society into different groups based on their class and their roles. The king was at the top of the hierarchy with absolute power and the serfs were at the bottom with no power.

Examples of the feudal system

To explain what hierarchy is.

To discuss where they would like to be on the feudal system and why.

To discuss the impact this would have on the people at this time.

Power of the monarchy

The power of the monarchy has changed over time. In the past, some monarchs had absolute power. This meant that they could do whatever they wanted. Today, there is a constitutional monarchy. This means that the monarch is controlled by parliament and the government

Monarchs ranked by power in their reign.

To discuss which monarch had the most power and why.

To know what the government is and how they have power in today's world.

Perton Primary Academy					
Approved by:	PPA LAC	Issue date:	6.9.23	Review date:	6.9.24
Written by:	A Darbey /M Moore/ Subject Leads	Policy Title: Curriculum Policy			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

<p><i>Memorable Learning Experiences:</i> Kings and Queens day Royal Banquet</p>	<p><i>Assessment Questions:</i></p> <ul style="list-style-type: none"> • Who was the first monarch? • Who was the longest reigning monarch? • Who was the most significant sovereign? Explain why. • Name the seven monarchs in British History. • Name me a monarch who reigned before Queen Victoria.
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