



St James Infant & Pre-School

Curriculum Policy

Inc. Music, D and T, Art, RE and SMSC, Science,
Geography, History

Statutory / **Non-statutory**

Annual review / **2 yearly review**

Date policy adopted				
Review date	Jan 2019			
Reviewer's name	Subject leaders			
Date minuted by committee meeting				
Next review due by	January 2021			

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 Early Years Foundation Stage Framework and National Curriculum, but also the range of extra-curricular activities that we organise in order to enrich the experience of the children. It also includes the 'hidden curriculum', and 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 achieve their true potential.

All children have a right to a broad, balanced and relevant education which provides continuity and progression which takes individual differences into account. Work in school is planned to meet the requirements of the Early Years Foundation Stage Framework and the National Curriculum.

In 2007 we took the decision to move away from a subject led timetable and to create a theme based curriculum. In 2017 topic webs have been introduced so that this approach to our curriculum can be developed further. All objectives have been grouped to ensure they are systematically introduced and revisited where appropriate.

The aims of the curriculum are to:

- Provide a stimulating environment where learning is fun and creates a positive attitude towards learning.
- Offer all children equal access to a broad and balanced curriculum.
- Ensure that all children have equal opportunities.
- Enable every child to develop intellectually, creatively, physically, socially, morally, spiritually and emotionally to the best of their ability.
- Prepare children for the next stage in learning by equipping them with the basic skills for their future .
- Enable children to have respect for themselves and high self-esteem, to learn to be adaptable and to be able to live and work co-operatively with others and independently.

Our curriculum ensures that we also fulfil all the requirements of the Early Years Foundation Stage Framework, National Curriculum and the Locally Agreed Syllabus for Religious Education

Values

Our school curriculum is underpinned by our school values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We recognise and believe that every child is unique and our curriculum promotes respect for individuals, spiritual and moral development, as well as intellectual and physical growth.

We aim for the children to begin to acquire moral values, such as honesty, respect, self-belief, responsibility and patience on which to base their own behaviour.

Organisation and planning

In the Early Years Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary theme approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage outcomes/learning goals and there is planned progression in all curriculum areas.

Long-term plans for each key year group indicate which themes are to be taught in each term. Curriculum maps are drawn up for each theme and are reviewed on an annual basis.

Medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each theme. Other foundation subjects are based on skills development and the Northamptonshire agreed syllabus for RE is followed throughout Reception and Key Stage 1. 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 are going to be used in the lesson.

Children with special needs

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.

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 SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we use the support provided by Learning Support Assistants, and we involve the appropriate external agencies.

The school provides an Individual Educational Plan (IEP) for all children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

The curriculum that we teach in our Pre-School and Reception unit meets the requirements set out in the Early Years Foundation Stage Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.

Teaching in the Reception unit builds on the experiences which the children may have gained in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and the other pre-school providers in the area. For children attending our own Pre-School, staff are in regular contact and timetable sessions where the children are mixed with the children in Reception. We ensure that staff are able to move from Pre-School to Reception and back again too.

During the children's first few weeks in either the Pre-School or the Reception unit, teachers begin to record the skills of each child on entry (baseline assessment). This assessment forms an important part of the future curriculum planning for each child. The statements in Development Matters are used to assess children's progress during the year. The Early Years Foundation Stage Profile is used to assess children's level of attainment at the end of Foundation Stage.

We are aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing for example through curriculum information evenings and regular meetings with parents.

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.
- Provide efficient resource management for the subject.
- Update subject audits annually.
- Write and update relevant policies.

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 review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the Early Years Foundation Stage Framework and National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

Our governing body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented.

We have a named governor for the Early Years Foundation Stage and two named governors who monitor areas related to targets on the school improvement plan.

The head teacher is responsible for the day to day organisation of the curriculum, ensuring that all classes are taught the full requirements of the National Curriculum and Early Years Foundation Stage Framework. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The outdoor curriculum and environment

We fully believe that outdoor areas can play a key role in children's engagement with learning and their motivation to succeed. Activity based learning in the outdoor classroom is a highly powerful tool; it is not only crucial to a child's emotional and social development but presents a whole new educational experience too. Each year group has direct access to their own 'outdoor classroom' where the children can take part in imaginative and inventive play based learning; they can also learn the importance of taking risks and overcoming challenges and obstacles. This area also presents an array of opportunities for children to take part in both independent and collaborative experimental learning and allows them to consolidate learning and build upon existing ideas for future success in life.

As a school we aim to offer inspirational areas in the school grounds, which not only offer endless learning opportunities but also allow pupils to have fun and engage with their peers. In addition to outdoor classrooms, our school also offers areas such as a forest school, storytelling area and music area. We believe that by offering the children such areas they have far reaching cross curricular benefits.

We believe that presenting a range of activities to a child can increase their motivation to succeed. The school also offers a variety of adventurous environments which encourage the children to engage in physical and mental agility activities and provides links to other areas of the National Curriculum and Early Years Foundation Stage Framework.



St James Infant and Pre-School

Art Policy

THIS POLICY IS INTENDED TO ENSURE that during their time at St. James Infant School, the staff aim to develop our children's creative and aesthetic sensibilities, which we feel are vital to the overall development of every child at our school.

THE TEACHING OF ART SHOULD ENHANCE LEARNING THROUGH:

- Developing the children's creative skills and aesthetic awareness, enabling them to explore their own ideas.
- Developing the children's observational and recording skills, enabling them to become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Developing the children's capacity to demonstrate their ideas and feelings in visual form.
- Encouraging the appreciation of the children's cultural heritage and that of other cultures.
- Ensuring understanding of the safe use of a variety of tools for practical work.
- Developing the children's critical, evaluative and discussion skills.
- Encouraging the enjoyment of all forms of Art.

AGREED PRINCIPLES AND PROCEDURES

Teaching and Learning, Planning & Assessment

At St. James we teach art through the use of themes. It is taught as a group, class or on an individual basis.

In the Foundation Stage, teachers ensure that children experience art in different forms linked with the area of expressive arts and design and physical development.

Learning objectives are transferred onto year group planning sheets, which can be referred to at any time. Weekly planning must take into account the opportunity for art activities to occur in the classroom and outdoor learning environments at all reasonable times. Teaching is further enhanced with the support of classroom assistants or the expertise of voluntary helpers / **artists**.

At all stages in art, particular emphasis is placed on enjoyment. In their practical work the children are expected to progress in the following art concepts: *Pattern and texture, Colour (matching and mixing), Making images and using line and tone, The use of shape, form and space*. In the appreciation of art, the children are expected to make progress in the following concepts: *The identification of Artists, The recognition of visual elements and Response to different visual styles*. Art links closely with other subjects and can be used to support and illustrate children's work as well as being the basis of work carried out. Examples of this could be a picture poem, a collage to show a character's journey in a story or a painting created in response to music.

Special Educational Needs and Equal Opportunities

All staff are wholly committed to following the guidelines of the school's policies for equal opportunities and inclusion. By its very nature, art encourages the children to gain experience of work from a range of cultures and ethnic backgrounds. This is to be reflected in the artefacts provided and the discussions and subsequent work facilitated by the teachers. All children with SEND are given access to all areas of the curriculum and the school's policy for health and safety is observed at all times. Any child demonstrating particular skill or talent in art may be supplied with a personal sketchbook for use in school and at home and be nominated to achieve the 'Discovery Level' of the Arts Award. This will be externally assessed by Rugby Art Museum.

Each class teacher has an adequate set of resources to carry out most art activities and further shared resources are stored centrally. The resources are monitored by staff and replaced or updated as and when funds allow.

MONITORING AND EVALUATION: IS IT WORKING?

- Can children express and record their ideas and feelings?
- Do children record observations?
- Can children design and make images and artefacts?
- Are they developing their communication skills (verbal and non-verbal)?
- Are they developing their social skills (in particular self-confidence)?



St James Infant and Pre-School Design and Technology Policy

THIS POLICY IS INTENDED TO ENSURE that during their time at our school, every child has opportunities to design and make good quality products and that our children develop designing and making skills, knowledge and understanding to the best of each child's ability, using a range of tools, materials and components safely. Furthermore they will develop an understanding of the ways in which people have designed and made products to meet their needs.

DESIGN AND TECHNOLOGY SHOULD ENHANCE LEARNING THROUGH:

Participating in a wide range of investigative, disassembly and evaluate activities, focussed practical tasks and design and make assignments.

Providing a stimulating and non-threatening medium to develop social skills such as team work, leadership, discussion and evaluation.

Being fully inclusive and not dependent upon a requirement of academic achievement.

Developing problem solving and evaluative skills.

AGREED PROCEDURES AND PRINCIPLES

In key stage one the National Curriculum still remains the format for Design and Technology, however, although the principles remain the content is now theme based. Focussed tasks are used to teach the correct and safe use of tools and equipment. Further opportunities are offered through independent activities, in 'Class Treat Time' and through resources available in the learning environment, such as Lego. Design and Technology is not taught as a discrete subject in the Foundation Stage. Children have opportunities to ask questions, select the tools and techniques they need to shape, assemble and join materials, learn simple cutting and joining techniques, explore through construction kits and talk about how products are made.

Each class teacher is responsible for the delivery of Design and Technology to their own children.

Examples of children's work, including photos are kept to demonstrate different levels and the annual report to parents, details effort and attainment made in designing and making.

Teachers always teach the safe use of tools and equipment and insist on good practice. We also teach the children general food hygiene (washing hands, tying hair back, wearing aprons etc.) and encourage a healthy lifestyle (Healthy Schools Award).

The subject leader leads the development of Design and Technology in the school and provides guidance to individual members of staff. The subject leader keeps up to date with local and national developments in Design Technology and disseminates relevant information.

The subject leader encourages a good display of Design and Technology work throughout the school.

Any child demonstrating particular skill or talent, in any aspect of the Design and Technology curriculum should be encouraged and given opportunities to make accelerated progress. The Design and Technology subject leader will give advice on suitably challenging activities and differentiation.

Extra-curricular activities may be offered to provide extension and enhance the experiences of the Design and Technology curriculum. **Home-learning projects will also provide an opportunity for children to practise and develop their skills.**

IS IT WORKING?

Do children enjoy Design and Technology, designing, making and evaluating products?

Do all children feel able to participate without fear of failure?

Do children have the ability and opportunity to express their opinions including on how well they are doing and how they could do better?

Are children showing particular talent encouraged and given opportunities to make progress?



St James Infant School- Geography Policy

THIS POLICY IS INTENDED TO ENSURE that during their time at our school, every child is motivated to explore the physical world within which we live and how people use and change it, developing an understanding and acceptance of life in other cultures and helping them to recognise the importance of sustainable development for the future.

GEOGRAPHY SHOULD ENHANCE LEARNING THROUGH:

Providing opportunities for both children and adults to share and develop ideas and respect each other's ideas.

Developing competence in specific geographical skills and critical thinking/ enquiry.

Encouraging philosophical reasoning and an understanding of cultural, spiritual and moral issues.

Inspiring the children to become active citizens.

AGREED PROCEDURES AND PRINCIPLES

Geography contributes to many areas of the curriculum and is therefore taught through the teaching themes at Key Stage 1 using the National Curriculum and under the umbrella of Understanding the World in the Early Years. Each year group plans work around a series of central themes, rather than teaching the curriculum areas as discrete subjects. Certain themes lend themselves more towards the teaching of geography than others. This will be monitored throughout each academic year. The subject lead will ensure sequencing is planned for to ensure each child has the opportunity to focus, develop, enhance and embed understanding.

A variety of teaching and learning styles is employed, from whole class teaching to individual enquiry based research activities and small group work. The children also will have the opportunity to lead their own enquiries using the 'umbrella question' system, which allows children to ask their own questions that guides their learning experiences.

Teaching focuses on examining a variety of geographical resources such as maps, graphs, photographs and pictures, utilising ICT wherever possible, and encouraging enquiry and independence within the child. Wherever possible the children's learning is linked to a real life situation such as a local environmental issue or using the internet to investigate a current issue.

Initial planning of the theme is taken from the National Curriculum. The planning also takes into account children's prior learning and understanding. Each year group creates a medium term plan for each theme which includes Learning Objectives from the Geography and Understanding the world curriculum overviews. Children of all abilities have the opportunity to develop their skills and knowledge in each unit through planned differentiated tasks. Any child demonstrating particular skill or talent, in any aspect of Geography should be encouraged and given opportunities to make accelerated progress. The subject leader will give advice on suitably challenging activities and differentiation.

IS IT WORKING? Have children developed geographical enquiry skills? Can children acquire information from secondary sources as well as from first hand observation? Are all children given the opportunities to progress?



St James Infant and Pre-School History Policy

THIS POLICY IS INTENDED TO ENSURE that the children in our school develop a curiosity for exploring events and people from the past, what influences these may have had on their own lives and an understanding that enables them to enjoy all that history has to offer.

THE TEACHING OF HISTORY SHOULD ENHANCE LEARNING THROUGH:

Enabling children to develop a sense of their own identity within our social, political, cultural and economic background and relationships.

Supporting children to gain a level of historical understanding appropriate to their age, ability and maturity.

Enabling children to think as historians.

Ensuring that children understand where the people and events they study fit within a chronological framework.

Providing a stimulating working environment, with access to primary sources, such as: artefacts, pictures and photographs, music, adults talking about the past, computer-based materials, stories, myths and legends.

AGREED PROCEDURES AND PRINCIPLES

Children in Key Stage One broadly follow the National Curriculum for history and work at the level appropriate to their ability. Children in the Foundation stage study history under the umbrella of Knowledge and Understanding of the World. All children have access to the history curriculum, irrespective of gender, ability, ethnicity and social circumstances. Any child demonstrating particular skill or talent, in any aspect of History should be encouraged and given opportunities to make accelerated progress. The subject leader will give advice on suitably challenging activities and differentiation. Each year group plans work around a series of central themes, rather than teaching the curriculum areas as discrete subjects. Certain themes will obviously lend themselves more towards the teaching of history than others will (e.g. during the big questions 'What if it was not today?') and this will be monitored throughout the year. The time allocated to the teaching of History is based on the recommendations set down by the DfE, but may vary from week to week, depending on the central theme. Learning may be by means of direct teaching to the class or small groups, by providing direct 'hands on' experience of historical resources and materials and role-play wherever possible. Children will also have the opportunity to create their own historical enquiries via the schools 'umbrella question' opportunities, which allow children to devise their own questions to lend learning experiences. When appropriate, educational visits are included in a history topic, making use of locations accessible to the school. Visitors may also be invited into school to talk to the children, including performances by theatre groups. Each year group plans and evaluates history within their medium term plans. Subject leads will monitor the sequence in which history is taught ensuring that all children have the opportunity to focus, develop, enhance and embed understandings.

IS IT WORKING?

Do children appreciate thoughts, beliefs and actions of people in the past?

Are children developing a sense of chronology and time?

Are children encouraged to interpret, explain and ask historical questions? (Eg: Why did this happen? How do we know this is true?)

Do children have a thirst for knowledge of events and people from the past?



St James Infant School Music Policy

THIS POLICY IS INTENDED TO ENSURE:

That during their time at our school, every child develops a lasting love of, and passion for, music, especially through participating in singing and other musical activities.

MUSIC SHOULD ENHANCE LEARNING THROUGH:

Participation in a wide range of musical activities.

Providing a stimulating and non-threatening medium to develop social skills.

Being fully inclusive and not dependent upon academic achievement.

Developing musical skills and preferences.

AGREED PROCEDURES AND PRINCIPLES

Children in Key Stage 1 follow the National Curriculum for Music. Children in the Early Years Foundation Stage study music under the umbrella of Expressive Arts and Design. Progress is monitored using National Curriculum attainment targets and Early Learning Goals as appropriate.

The curriculum is delivered, where possible, to link with and enhance our current 'Big Question' using a mixture of approaches and schemes that best suit the needs of the children at that moment. Schemes used are Music Express and Kodaly - Jolly Music.

Learning begins with using our voices expressively and progresses to duration, rhythm, pitch and written notation (non-formal).

Each class teacher is responsible for the delivery of music to the children in their class.

The subject leader plans Key Stage 1 lessons and singing or music themed assemblies are held weekly by the same. Each month a new musical instrument is showcased in school as the instrument of the month and music played in classrooms celebrates this instrument.

Any child demonstrating particular skills or talent in any aspect of the music curriculum should be provided with opportunities to extend their talent.

The music subject leader is available to advise all staff on suitable activities that can help facilitate, consolidate or extend the learning in this subject area.

Extra-curricular activities may be offered to provide extension and enhance the experiences of the Music curriculum. A 'music playground' provides children with additional opportunities to make music creatively during break times.

IS IT WORKING?

Do children enjoy music making, singing and listening to a wide variety of music?

Do all children feel able to participate without fear of failure?

Are children showing talent identified, encouraged and offered opportunities to progress?



St James Infant School RE and SMSC Policy

National and Legal Framework

Religious Education (RE) at St. James Infant School will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for RE for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- the RE which is provided shall be in accordance with the locally Agreed Syllabus for Northamptonshire (Statutory Advisory Council for Religious Education 2011-2016).

Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:

- acquire and develop knowledge and understanding of religions represented within the United Kingdom.
- learn about, identify and appreciate the differences and similarities they encounter in others, making links between themselves and other religions.
- be able to reflect upon values and concerns of the community the school serves.
- gain insight into ways in which people express themselves within their faith, showing sensitivity and respect towards others.
- Enhance their spiritual, moral, social and cultural development by:
 1. developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 2. responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 3. reflecting on their own beliefs, values and experiences in the light of their study.

RE should enhance learning through:

- Developing a sense of:
 - awe, wonder and mystery
 - interdependence with the natural world
 - pattern, sequence and order
 - self-worth and value of others
- Developing an awareness that :

- life involves choice of belief, attitude, behaviour and relationships
- there are issues of meaning, purpose and value in life

Providing a stimulating and non-threatening medium to develop social skills such as questioning and listening.

Being fully inclusive and not dependent upon a requirement of academic achievement.

How we develop SMSC through R.E. teaching (linked closely with PSED teaching):

Pupils' spiritual development is enhanced by:

- Allowing time for the children to be reflective about their own beliefs, religious or otherwise, helping them to inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Encouraging use of their imagination and creativity in their own learning and willingness to reflect on their experiences.

Pupils' moral development is enhanced by:

- Looking at the difference between right and wrong and to readily apply this understanding in their own lives.
- Understanding the consequences of their behaviour and actions.
- Providing opportunities in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced by:

- Providing opportunities to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Encouraging willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Encouraging acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced by:

- Encouraging an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Encouraging an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Encouraging a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Encouraging interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

AGREED PROCEDURES AND PRINCIPLES

- RE is delivered from the Foundation Stage curriculum and the Agreed Syllabus for Religious Education in Northamptonshire (2018). These objectives are taught within a theme context in the Foundation Stage and are taught as discrete units in Key Stage one. However, incidental learning will occur through many other activities in school.
- Our school 'values' have further enhanced the provision in this subject area with discussions, assemblies and follow-up work related to our 'value' of the month occurring throughout the school.
- Each class teacher is responsible for the delivery of RE to their own children.
- The subject leader leads the development of RE in the school and provides guidance to individual members of staff. The subject leader keeps up to date with local and national developments in RE and disseminates relevant information.
- The subject leader encourages displays of RE and work throughout the school, as well as keeping evidence of such through photographs.
- Any child demonstrating particular skill or talent, in any aspect of the RE curriculum should be encouraged and provided with opportunities for accelerated progress. The RE subject leader will give advice on suitably challenging activities and differentiation.
- Extra-curricular activities may be offered to provide extension and enhance the experiences of the RE curriculum.
- In keeping with the law, parents may withdraw their children from RE provided they given written notification to the school. We note that teachers can also exercise their right to withdraw from teaching RE if they wish to do so.

Teaching and Learning Styles

Our policy is to aim to ensure that a variety of teaching and learning styles are adopted by teachers in RE to allow access by all pupils. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which we use are:

- Dramatic conventions;
- Group Work;
- Individual Reflection;
- Use of music and art;
- Artefact handling;
- Multi-sensory approaches;
- Use of Philosophy for Children
- Visits and Visitors;
- Use of ICT;
- Use of photos, posters and DVDs

Assessment, Recording and Reporting

In line with the requirements of the Agreed Syllabus for RE, we use Level Descriptions to help make judgements about pupil progress and attainment. Pupils' work in RE is assessed by making informal judgements both by staff and the pupils themselves during lessons and at the end of a unit of work.

These judgements are used by the teacher to decide 'where next' with a lesson and within the unit, as well as the next time that particular skill, attitude or knowledge is encountered.

Progress trackers are used; these track progress against the year groups end of year expectations and help with setting lesson objectives, end of unit evaluations and for reporting to children, parents and staff as appropriate. It is a statutory requirement to report to parents about their child's performance in R.E. at the end of the academic year.



St James Infant School Science Policy

THIS POLICY IS INTENDED TO ENSURE that during their time at St James, every child develops an inquiring mind and a lasting sense of curiosity as to how the world around them works, and how they are part of it.

SCIENCE SHOULD ENHANCE LEARNING THROUGH:

Providing opportunities for both children and adults to share and develop ideas, and respect each others' views.

Encouraging children to work in an increasingly independent way and develop their own research skills.

Teaching different skills and giving the children opportunities to use and extend them.

AGREED PROCEDURES AND PRINCIPLES

Children in Key Stage One follow the National Curriculum for Science, where possible, within the School's **enquiry**-based curriculum. Children in the Foundation Stage study science under the strand of Understanding the World.

All year groups have access to 'Switched On Science' to aid in planning and curriculum coverage and this provides a basic framework to build on. Suggested activities, experiments and resources are provided within the scheme and are **where relevant**, used as a starting point for planning.

All year groups are encouraged to use the 'I can explain' resource to encourage debate and respectful disagreement!

Science is approached as a method rather than as a 'subject' and children are encouraged to question, predict, test and further question in a systematic way. Flexibility in curriculum design allows short 'drop-in' reminders and add-ons to learning rather than adopting an inflexible 1 lesson a week approach.

It is extremely important that assessments of scientific skills and knowledge are not based on the child's ability to write and record, so that a child's observations or reasoning should be scribed by an adult if necessary.

Experiments and investigations should give the children the opportunity to "think outside the box" and test their ideas.

Any child demonstrating a particular flair for any aspect of the science curriculum should be provided with opportunities to extend their understanding and knowledge. The science subject leader will give advice on suitable challenging activities and differentiation.

IS IT WORKING?

Are the children encouraged to be creative thinkers?

Do the children show a wide-ranging curiosity about the world around them?

Can the children explain their ideas and theories, and how they could test them?
Are the children showing particular aptitudes for science, identified, encouraged and given opportunities to progress?