

Brookvale Primary School

CURRICULUM POLICY (Core Subjects)

September 2019

Brookvale Primary School

English Policy

Introduction:

This policy outlines the teaching, organisation and management of English taught and learnt at Brookvale Primary School. The policy is based on the 2014 expectations and aims of the 'New Curriculum' for English and the Early Years 'Development Matters' EYFS document. This ensures continuity and progression in the learning and teaching of English. The policy has been drawn up by the English Co-ordinator, shared and discussed with all staff and has the full agreement of the Governing Body.

Intent:

The intent of our English Curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We believe that Literacy and communication are key life skills and that through the English curriculum, using cross-curricular links where appropriate, we should help children to develop the skills, knowledge and thinking skills that will enable them to communicate effectively and creatively with the world.

Implementation:

The emphasis is on fun, engaging activities and is ambitious for all pupils. Opportunities are provided for children to question, investigate and challenge themselves. Teaching of English is planned, delivered and reviewed through a creative curriculum. English follows the National Curriculum 2014 and each year group follows a progression of skills, knowledge and key vocabulary which is carefully planned and sequenced. Cross-curricular learning and a diverse range of topics is used to establish meaningful links with other subjects that help secure prior learning or develop learning further. Where possible, learning is enriched by visits, real-life experiences and residential.

Impact:

All our children arrive with different starting points and all children will achieve their very best possible. They will make progress academically, emotionally, creatively, socially and be able to communicate in a wide variety of ways. Through their experiences, they will be able to access further skills and knowledge and will be prepared for a future of life-long learning.

Aims and Vision

Our aims in teaching English are that all children should:

- develop positive attitudes towards books so that reading is a pleasurable activity
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- write in different contexts and for different purposes and audiences, including themselves
- write with increasing awareness of the conventions of grammar, punctuation and spelling

- form letters correctly, leading to a fluent and legible handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- develop their oral abilities at their own level
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

The Teaching of English

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives. To ensure that there is adequate time for developing literacy skills, each class has a dedicated English lesson each day, with a duration of approximately 45-60 minutes. Opportunities for extra reading and extended writing are planned when appropriate. Phonics is taught throughout KS1 and in Y3/4 in streamed ability groups. The literacy skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic.

In the Foundation Stage (Nursery/Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Foundation Stage

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

Key Stage 2

In Key Stage 2 children have daily Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Strategies

Each year group has a range of teaching materials available from which the teacher plans lessons. However, we have planned our teaching of English around our curriculum topic headings and the planning ensures coverage of the National Curriculum. Work is differentiated to meet the needs of the pupils and to ensure progression within each year group. The children have a Writing book that they take with them through the school, this allows teachers, children and parents to see the children's writing journey.

Children practise reading skills individually or in groups. Guided reading takes place and we also have reciprocal reading to encourage the children to predict, clarify, summarise and to highlight questions to help the children gain a love reading.

Speaking and listening opportunities are encouraged and planned for throughout the curriculum.

Provision is made for the full range of abilities – Differentiation

- By recognising that some children may need specific help with literacy skills e.g. if they are dyslexic, although they may have other strengths within the subject.
- By giving extra support to children who need extra opportunities for reinforcement.
- By ensuring that pupils with particular ability and flair for English are extended through the use of additional, more demanding, open ended tasks.
- Pupil Premium children work in small groups as identified.

Approaches to Reading

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during reciprocal reading sessions. This gives children opportunities to develop key skills in reading: Prediction, Clarifying, Questioning, and Summarising. In KS1 children also have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week', Reading Challenge, Dress as your favourite book character

Children in the Foundation Stage classes take home a regularly to be shared with parents. In KS1 children take home a book from a reading scheme. In addition to this, children have the opportunity to choose a book from the class library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books from years three to five to support appropriate text choices. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Approaches to Writing (Pathways to Write)

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. To support our teaching of writing, teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

Approaches to Grammar and Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum and is taught as part of a planned programme. It is the entitlement of Foundation Stage and Key Stage 1 to a daily session of phonics. It is expected that in Key Stage 2 children will have regular Spelling, Punctuation and Grammar (SPAG) spelling sessions within their English lessons. To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling.

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning.

Key Stage 1

Letters and Sounds will continue to be taught on a daily basis. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound. Year 1 and 2 are split into differentiated groups for their daily phonics session. The groups are planned for by the Class Teacher and assessments are completed at the end of each phase.

In addition, pupils will continue to learn how to spell a number of high frequency words and common irregular words enabling them to write fluently. They investigate and learn to use common spelling patterns, and frequently used prefixes, suffixes and inflectional endings in their own writing.

Pupils become increasingly independent. They identify reasons for misspellings in their own work and are taught how to use a simple dictionary, a range of word banks and their knowledge of word families. The 'Look-Say-Cover-Write-Check' routine is established and risk-taking in the spelling of unknown words is encouraged during guided and independent writing. Pupils should know what their responsibilities are in terms of spelling and when they may seek assistance from an adult.

Key Stage 2

At Key Stage 2 there is an emphasis on developing a range of strategies to remember how words are spelled. The use of a range of word resources and the morphology of words is developed further. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1.

Within the English lesson there is a gradual shift from teaching at word level to teaching at sentence level. However, an expectation remains that there should be explicit teaching of spellings (using the class set of activities alongside each child's personal list of spellings) weekly.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling corrections, making reasoned choices about likely alternatives and using a range of resources (including spellcheckers and a variety of dictionaries and word banks) for making corrections. Children identify words they are unsure how to spell.

English Assessment

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

More formal records for each pupil will consist of:

- Pieces of unaided and assessed written work (kept in pupils' Writing book) – teachers provide accurate teacher assessments; based on their analysis of pupils' work in year 2 and year 6.
- We moderate pupils' work, as a whole staff, at least termly. Assessments are agreed between professionals. We seek to moderate with other schools whenever possible.
- Personal targets - children are expected to work towards achieving their personal targets through self-assessment, aided by teacher assessment.
- Identified children who have not made expected progress across the year are highlighted as vulnerable children and interventions planned.
- Work is assessed via marking and improvements encouraged through highlighting and recording next steps.
- Phonics screening is undertaken at the end of Year 1 and Year 2 and Year 6 SATs SPaG tests.
- Phonics is tracked and led by a Phonics Lead person and data is analysed and next steps recorded.
- Reading and writing tracking is kept updated by the teachers and SLT who analyse the data.
- Pupils on the SEN records are identified and monitored. Progress towards targets in IEPs is analysed by teachers and the SENCo.

Cross-Curricular Links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

SMSC

The Spiritual Child – We support spiritual development by engaging children with fiction, poetry and drama. We explore beliefs, experiences, feelings and values found in a wide range of genres.

The Moral Child – We support moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in genres. We want the children to recognise right and wrong; understand consequences; investigate moral and ethical issues and offer reasoned views.

The Social Child - We support social development by helping children to understand how written and spoken language has changed over time and social attitudes to language. We promote collaborative work with others, resolve conflicts and understand how communities work.

The Cultural Child - We support the cultural development of a child by exposing them to a wide range of written and spoken language from a range of different cultures. They will appreciate cultural influences, participate in cultural opportunities, accept, tolerate, respect and celebrate diversity.

The Role of the English subject leader

The English subject leader should:

- ensure the development of a scheme of work for the English curriculum. This will follow the New Primary Framework guidelines and will be built around the school's curriculum topics and cover aspects of the English National Curriculum statements.
- promote the integration of English within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support.
- inspire colleagues to deliver high quality teaching and learning opportunities;
- analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
write, monitor and evaluate an action plan for English for the School Improvement Plan
- lead INSET within the school, and investigate suitable courses elsewhere,
- act as a contact point between the school and support agencies, including the LA,
- provide technical expertise,
- lead the evaluation and review of the school's English policy,
- bid for and manage the budget for this curriculum area,
- monitor and review the English provision within the school.

Monitoring and Evaluation

The teaching of English will be monitored through the School Improvement Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. SATS results are analysed and areas for development prioritised. Governors are kept informed via a subject report as scheduled in the Monitoring and Evaluation programme. The Governor(s) assigned to monitoring English will be kept abreast of developments, progress and changes within the subject.

Brookvale Primary School

Maths Policy

Introduction:

This policy outlines the teaching, organisation and management of mathematics taught and learnt at Brookvale Primary School. The policy is based on the 2014 expectations and aims of the 'New Curriculum' for mathematics and the Early Years 'Development Matters' EYFS document. This ensures continuity and progression in the learning and teaching of mathematics. The policy has been drawn up by the mathematics leader, shared and discussed with all staff and has the full agreement of the Governing Body.

Intent:

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. Opportunities are provided for children to question, investigate and challenge themselves. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to other areas of the curriculum such as science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, nature, technology, engineering and necessary.

Implementation:

At Brookvale we use a range of materials to support the planning and teaching of maths. We use White Rose Hub Materials as part of our scheme of work to ensure coverage. This is complemented with materials from Curriculum Secrets, NRich, Sense of Number, Testbase and Maths Frame. Each day there is a Maths Review that enables children to review previous learning. Numicon is used in EYFS and KS1 to support and develop early number knowledge. Cross-curricular learning and a diverse range of topics is used to establish meaningful links with maths and other subjects that help secure prior learning or develop learning further. Where possible, learning will be supported and enriched by visits, work with specialists, extensive use of the environment and real-life opportunities.

Impact:

All our children arrive with different starting points and all children will achieve their very best possible. Termly assessment Progress in Understanding Mathematics Assessment (PUMA) which is a suite of termly standardised maths tests which enable school to track progress, predict future performance and benchmark against national averages. Pupil discussions about their learning.

Aims: (What is says in the 2014 curriculum)

The National Curriculum for mathematics aims to ensure that all pupils:

- ***Become fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;***
- ***Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;***

- ***Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.***

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Teaching and Planning

Children at Brookvale Primary School have five dedicated maths sessions a week and once a week they can complete a multiplication challenge with our Maths Champion. Each day there is a maths review of prior learning to assess whether children can use a particular strategy. There is a clear focus on direct, instructional teaching and interactive and oral work with both the whole class and smaller ability groups; planning shows independent working time for children to embed and evidence learning. We also believe in a practical approach in teaching number to ensure children have a solid sense of number. The curriculum is delivered by class teachers. All work is differentiated in order to give appropriate levels of work. Planning is based upon the new National Curriculum (2014) and staff use Dots and Ticks targets to inform content for their lessons. White Rose Hub, NRich and resources from 'Sense of Number' are used in the delivery of mathematics across the whole school. Practical resources such as 'Numicon', Dienes blocks and 'Number Fun' songs are used across the school to embed number facts. Problem solving and reasoning activities are also completed by all classes and are collected in each half term and they cover 6 key areas of maths. The co-ordinator keeps these examples in a folder as evidence. Questioning is the key to success in all our mathematics sessions and questions will be continuously adapted by the teacher and support staff based on assessment for learning and to broaden and deepen understanding.

Five key principles:

- **A mathematics lesson every day with a daily review.**
- **A daily focus on counting and number.**
- **A clear focus on direct, practical, instructional teaching and interactive oral work with the whole class and group.**
- **An emphasis on times-tables, number facts and mental arithmetic.**
- **An importance on reasoning and problem solving, encouraging explanation and proving a fact or answer.**

Spoken language:

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof when reasoning or explaining. They must be assisted in making their thinking clear to

themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Early years:

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. All children are given ample opportunity to develop their understanding of mathematics. Lessons in the Early Years aim to do this through varied activities that allow children to use, enjoy, explore, practise and talk confidently about mathematics.

Curriculum for Key Stage 1 and Key Stage 2

Key Stage 1 and 2 The Programmes of study for mathematics are set out year by year for Key Stages 1 and 2 in the National Curriculum (2014). The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

At Brookvale Primary School teachers use our Dots and Ticks assessments to ensure that they cover all the objectives outlined in the National Curriculum. Classroom teachers complete a yearly overview to track what they have taught and what they need to recover in their planning folders. Parents and children have access to overviews so that they can see the big picture of their learning.

Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations (see calculation policy), including with practical resources (e.g. concrete objects and measuring tools). At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. All pupils have a 'Number Bond Challenge card to complete and they are tested weekly by our visiting 'Maths Champion'. Children are rewarded with stickers on successfully demonstrating they know a particular set of facts including addition and the inverse operation. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. There is also the need to use practical and concrete resources to develop further their sense of number. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships

between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. All pupils have a 'Multiplication Challenge card to complete and they are tested weekly by our visiting 'Maths Champion'. Children are rewarded with stickers on successfully demonstrating they know a particular set of multiplication and division facts. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling. (See calculation policy)

Upper Key Stage 2

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly. (See calculation policy)

Differentiation and support: (Including provision for SEND, G&T, E.A.L and P.P pupils)

This is incorporated into all mathematics lessons and is done in various ways, such as:

- setting challenging age related knowledge, reasoning and problem solving tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding;
- Higher achievers in Year 6 have a weekly session at Castlevew School to work with similar higher attainers, concentrating on Mastery with Greater Depth.
- small, differentiated target steps for all children to move through at a pace that suits their needs;
- timely support and intervention; systematically and effectively checking pupils' understanding throughout lessons;
- ensuring that marking and constructive feedback is personal, frequent and of a consistently high quality - enabling pupils to understand how to improve and develop their work - with planned in time for children to respond to feedback;
- real life, practical links throughout all knowledge, reasoning and problem solving tasks, with whole class activities planned at the end of each unit;
- range of practical-real life resources used to support all stages of learning within the class;
- regular homework set- differentiated
- Support plans with clear targets alongside intervention programmes/extra teacher support delivered where needed both in class and through extra sessions planned outside the sessions;
- visual stimulus/aids are provided for our hearing impaired and English as additional language pupils.

Marking

The main purpose of our marking policy is to ensure that as children progress through the school they benefit from constructive guidance and next step questioning to challenge and consolidate their learning further. Each key stage has a clear marking scheme, which is shared with the children verbally and a copies are placed in classroom for both pupils and teachers to refer to. **See marking Policy**

Recording of work and assessment

We assess children's work in mathematics from three aspects (Long –Term, Short-Term and medium-term). We make short assessments that help us adjust our daily planning. These short term assessments are closely matched to the teaching objectives (Dots and Ticks Targets).

Medium-term assessment is measured against the National Curriculum Standards (Dots and Ticks) for each year group. This helps tracking pupil progress and future planning. Dots and ticks are set every half term and are monitored by the DHT. Progress is monitored for all children and targeted/ vulnerable groups can be identified and support can be arranged. In February we have February milestones and alongside progress meetings with staff, we can determine how children are progressing.

Long-term assessments are used towards the end of each school year and we assess progress against school and national targets. This will then inform targets for the next school year for all children. Again, this helps to identify vulnerable groups/ individuals.

Resources

Every classroom has a range of resources, such as; 100 squares, number lines, mathematical dictionaries and a wide range of small and appropriate apparatus. Larger apparatus and other resources are located in a central storage area outside the Year 3 classroom. The library has a range of books to support children's research. We have ipads with specific applications to support mathematics in the classroom. A range of software such as 'Numbershark' is available for children to access on computers.

SMSC

The Spiritual Child – We support spiritual development by helping them to develop deep thinking and questioning the way in which the world works and how it relates to the world around them. Through mathematics children gain an appreciation of the richness and power of mathematics in our everyday lives.

The Moral Child – We support moral development by encouraging children to look, discuss and evaluate a range of social and moral issues. Throughout all key stages, children will look at moral issues raised from a question and will investigate, often using statistics to find an answer. Mathematics helps children to understand and use rigorous and logical argument and discourage jumping to conclusions when trying to determine the truth. mathematical lessons can be linked to global charities, such as Children in Need and Comic Relief.

The Social Child - We support social development by helping children to understand and reason. We recognise problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Experimental and investigation work provides an ideal opportunity for children to work collaboratively. Selected Y6 children take part in a weekly gifted and talented mathematical workshop, with Castle View Primary school.

The Cultural Child - We support the cultural development of a child by exposing them to a wide range of Mathematics and participate in cultural opportunities, accept, tolerate, respect and celebrate diversity. Maths is a universal language with a wealth of cultural inputs throughout the ages. Curriculum links with history, allow the children the opportunity to explore maths developed from different civilisations, such as the Mayans, Aztecs, Egyptian and Romans. Mathematics is explored through art when looking at symmetry, tessellation and cross-cultural patterns.

Calculation strategies

There needs to be a progression of calculation strategies that each child must become secure in before they move onto the next strategy. When faced with a calculation the children are able to decide what methods is the most appropriate and have strategies to check its accuracy. Whatever method is used; it must be underpinned by a secure knowledge of number facts. We have worked alongside Reddy Made Maths Consultancy and have adopted White Rose Hubs Calculation Policy.

See visual calculation policy for more detail

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching of teaching in mathematics is the responsibility of the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of maths, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school. Along with the headteacher the DHT will meet with staff regularly to monitor progress of all children and put in place targets and intervention where needed. The mathematics subject leader gives the headteacher an annual summary that evaluates the strengths and weaknesses in the subject and highlights areas for further improvement.

Regular management time is given so that the leader can review samples of children's work and undertake lesson observations of mathematics across the school. A named member of the school's governing body is briefed to oversee the teaching of mathematics. The governor meets regularly with the subject leader to review progress.

Reviewed and updated September 2019
R Moore

Will be reviewed in line with Governmental curriculum changes

Brookvale Primary School

Science Policy

Introduction

This policy outlines the teaching, organisation and management of Science taught and learnt at Brookvale Primary School. The policy is based on the 2014 expectations and aims of the 'New Curriculum' for Science and the Early Years 'Development Matters' EYFS document. This ensures continuity and progression in the learning and teaching of Science.. The policy has been drawn up by the Science Co-ordinator and SLT, shared and discussed with all staff and has the full agreement of the Governing Body.

Intent

The intent of our Science Curriculum aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically. We want them to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

Implementation

The emphasis is on fun, engaging activities and is ambitious for all pupils. We want children to see science as an enjoyable experience. They will be given opportunities to work individually and cooperatively, listening to, and valuing, the opinions of others. Planning will build upon the learning and skill development of the previous years. Scientific skills are embedded into lessons to ensure these skills are being developed throughout the children's time at Brookvale and new vocabulary is introduced. Children will observe, question, hypothesise, plan, measure, construct fair tests, communicate and draw conclusions. Science weeks, visits and specialists will be used to complement and broaden the curriculum.

Impact

All our children arrive with different starting points and all children will achieve their very best possible. We want our children to acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which will equip them to progress from their different starting points, and within their everyday lives. They will be able to relate science to everyday life and appreciate its contribution both in the present, and historically, to our society and other cultures. Appreciate the nature of science and the importance of collecting evidence and how this can be used in different aspects of life and learning. We want them to be citizens who will be observant, curious and caring towards our environment.

What is Science?

Science is a body of knowledge built up through experimental testing of ideas, hypotheses and theories. It involves the skill of being able to apply scientific knowledge to a wide variety of situations. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us.

Science is important because:

- It is a body of knowledge essential to our understanding of the world around us
- The skills and knowledge embedded in science have wide applications in everyday life.

Science is a core subject in the National Curriculum for both Key Stage 1 and 2. Science is also incorporated into the Foundation Stage through teaching and learning in practical topic related activities and experiences.

- Our aims and objectives in teaching science are:
- To teach science in line with the National Curriculum 2014 guidelines.
- To develop **scientific knowledge and conceptual understanding** through the specific disciplines of physics, chemistry and biology.
- Develop understanding of the **nature, processes and methods of science**, through different types of scientific enquiry that help the children to answer scientific questions about the world around them.
- To ensure the children are equipped with scientific knowledge required to understand the **uses and implications of science**, today and into the future.
- To understand the processes of scientific methodology by developing a set of attitudes and a range of experiences through: detailed observation, designing experiments to ensure a fair test, prediction, interpretation, reflection and evaluation.
- To be able to make predictions about new situations based on existing scientific knowledge.

Approaches to teaching and learning

The organisation and delivery of science lessons varies at Brookvale School depending upon the requirements of the class and the topic to be delivered. The teacher will spend much time working with the whole class, groups and individuals through interactive teaching and questioning and will encourage investigative and experimental skills and ways of thinking within the topic studied. Foundation Stage science is taught through knowledge and understanding of the World throughout the week.

Strategies for teaching Science

The science curriculum at both Key Stages is delivered through whole class teaching, co-operative group work, paired work and individual work. Discussion, research and questioning are encouraged. The use of scientific vocabulary is taught in both Key Stages, through displays, word banks and teacher modelling. Teacher demonstrations, videos, CD-ROMS, Internet and written work, including graphs, reports, diagrams and pictures are frequently used. Scientific experimentation to develop scientific skills and knowledge is encouraged at both Key Stages.

Learning Support Assistants are used in Science to assist in:

- Supporting group activities
- Providing extra help for children with particular Special Educational Needs

Achievement in Science

Achievement in science is promoted through display, discussion and demonstration to encourage independent questioning and investigation in class or during whole school assemblies.

The Role of the Science Co-ordinator is to

- Take the lead in policy development and the monitoring and evaluation of the curriculum to ensure progression and continuity in science throughout the school.
- Support colleagues in their development of planning, implementation of the curriculum and in assessment of the children's progress.
- Monitor progress in science and advised on action needed and areas for future focus or development.
- Keep up-to-date with developments in science education and disseminate information to colleagues as appropriate, including professional development opportunities.
- Disseminate new information

Planning, monitoring and evaluation

Planning for science consists of three types: long term plans, medium term plans and short term plans.

Long term

The curriculum document for science outlines the learning objectives, teaching program and possible activities for each year group. This is used as the basis for the medium term plans.

Medium term

This includes termly outlines of units of work and topics to be covered, along with their main teaching objective and when they will be taught. The Science Leader will periodically check these plans to ensure continuity and progression throughout the school.

Short Term

This includes weekly outlines of activities on a weekly timetable. The class teacher evaluates the taught plans to inform future planning.

The Key Stage Leader then checks the planning and comments on the class teacher's evaluation of the week's activities

Observations of science lessons by the co-ordinator are made in each Key Stage once a term.

Assessment, record-keeping and reporting

Science assessment is a continual process, being carried out regularly to assess a unit taught. These assessments may be in the form of questioning, discussion, the application of scientific knowledge and understanding by creating posters, mind maps, leaflets etc. and the use of scientific vocabulary. These results help to inform planning for the following term. Teacher assessment takes place on a termly basis. There are now no formal End of Key Stage assessments for Year 6 but schools are selected at random from all over the country to sit a SATs style test. Schools are informed in the February of the year of testing. Foundation assessment takes place regularly. Parental consultation evenings are held in the autumn and summer terms and a written report is provided to advise attainment, attitude and effort in Science.

SMSC

The Spiritual Child – We support spiritual development through helping children understand the world around us by using evidence. We provide children with opportunities to make new discoveries that increases their sense of wonder at the complexities and beauty of the natural world.

The Moral Child – We support moral development by encouraging children to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. At the start of an investigation the children will offer reasoned views about their predictions for the test and will listen carefully to the viewpoints of others.

The Social Child – We support social development by providing children with opportunities for practical group work for children to develop team working skills and to show responsibility.

The Cultural Child – We support the cultural child by learning about scientific discoveries as a part of our culture and other cultures. Children will appreciate that scientific discoveries have been made by a wide range of men and women in many different cultures. Children will understand that environmental issues are central to science and that religious beliefs often compete with scientific understanding

Health and Safety

Consideration for health and safety is taken into account before a topic is introduced in the classroom. The curriculum guidelines within each topic are taken into account with reference to HES Health and Safety guidelines. The 'Be Safe' handbook, from the ASE, is also followed; this can be found in the science cupboard or is available from the science subject leader.

The role of IT

IT is regularly used to promote scientific knowledge and understanding. Computers are used to research CD-ROMs or appropriate websites and appropriate programs may be used to record work, including word processing, graphics, databases and graphs. Interactive whiteboards, visualisers, data loggers, sound recorders and digital microscopes are also used.

Inclusion

Children of all abilities can benefit from the study of science. Where children have special educational needs these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the subject leader, SENCO and other agencies. Teachers will be aware of any physical disability that may affect a child's performance and make appropriate provision.

Provision should also be made for those children whose abilities go beyond the curriculum. This could take the form of tailored projects to extend the pupils knowledge, whilst ensuring the relevant curriculum areas and expected outcomes are covered.

Resources

Resources are kept centrally in the science cupboards, located near in the Year 6 classroom. All equipment is labelled depending on the area of science it is used for. The resources are subject appropriate. Individual teachers are responsible for collection and return of resources. Shortages and breakages should be reported to the subject leader. Science books for ideas and teacher reference are housed on shelves in the teacher's room and CD-ROMs are located in the science cupboard and individual classrooms where appropriate. The library stocks a wide range of books on science subjects, and the internet is widely used.

Brookvale Primary

School Computing and IT Policy

Introduction:

This policy outlines the teaching, organisation and management of IT/Computing taught and learnt at Brookvale Primary School. The policy is based on the 2014 expectations and aims of the 'New Curriculum' for IT/Computing and the Early Years 'Development Matters' EYFS document. This ensures continuity and progression in the learning and teaching of mathematics. The policy has been drawn up by the IT leader and SLT, shared and discussed with all staff and has the full agreement of the Governing Body.

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Brookvale Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Intent

The intent of our curriculum is to provide a high-quality computing education which will equip our children for the 21st century. With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. Children will gain key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully)

Implementation

The emphasis is on fun, engaging activities and is ambitious for all pupils. We want children to see computing as a creative and enjoyable experience but also as a powerful tool that must be used safely and responsibly. They will be given opportunities to work with different computing technology. They will work individually and cooperatively, listening to, and valuing, the opinions of others. Planning will build upon the learning and skill development of the previous years and skills and is planned carefully to demonstrate progression. Lessons will be taught discretely and opportunities for cross-curricular learning will be planned.

Impact

Our computing curriculum ensures that children become digitally literate and able to use and express themselves safely and responsibly to develop their ideas through, information and communication technology. Our children will gain subject-specific knowledge developed through our computing lessons that will equip them with experiences which will benefit them in the next stage of their lives and future workplace.

Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for IT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for IT and computing.
- Use IT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use IT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use IT and computing safely and responsibly.

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

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- 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.

Rationale

The school believes that IT and computing:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT in a range of contexts, including outdoor play. IT is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by IT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to

develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Write and test simple programs
- use logical reasoning to predict and computing the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of IT and computing across the school. Teachers are required to inform the IT and computing coordinator or technician of any faults as soon as they are noticed. Resources if not classroom based are located in a central bank in the learning resource room. IT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Nursery to Y6 has a computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- There is an IT and computing bank of 6 desktops in one area and 6 in another
- There are 3 iPad trollies containing 32 iPads, each with internet access available to use. There is also a laptop trolley containing 30 mini laptops, also with internet access. There is a bank of 30 mini notebooks that can be signed out individually or for a class or small group.

Teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.

Assessment and record keeping

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key IT and computing skills each term. Assessing IT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of IT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities.
- They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.
- Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in IT and computing by making informal judgements as we observe the children during lessons. We mark each piece of work against the lesson objective. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results in our assessment files and we use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. IT and computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set. There is also an evidence folder on the learning platform to keep samples of the children's work in a portfolio.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book trawl or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about

current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with special educational needs

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the IT and computing curriculum for some pupils. We teach IT and computing to all children, whatever their ability. IT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of IT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate, IT and computing can be used to support SEN children on a one to one basis where children receive additional support.

Equal opportunities

Brookvale Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to IT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

SMSC

The spiritual child – We support spiritual development through acknowledging the wonder of technological advancement and encouraging deeper thinking computing skills needed to understand and create an algorithm, produce and improve a program and use a program effectively. Children consistently learn to use key life skills needed for the world in which they live.

The moral child – We support moral development by teaching children how to keep themselves safe on-line (e-safety) and sign up to a Student Code of Conduct. They will also consider the implications of cyber bullying and appropriate actions to take and discuss moral issues around data and information.

The social child – We support the social development by highlighting and teaching ways to stay safe when using online services and social media. We prepare the children for the challenges of living and learning in a technologically enriched increasingly interconnected world by making clear the ethical use of the Internet and how we keep others and ourselves safe.

The cultural child – We support the cultural development by providing the children the opportunity to learn about different cultures using the Internet and worldwide online platforms. Children will develop an understanding about different viewpoints and how these can often be shared on the Internet and social media sites.

The role of the co-ordinator

- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of mathematics.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's work, looking at samples of different abilities.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for IT and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of IT in the school.
- To talk with all members of staff on how to reach and improve on agreed targets
- To help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning IT and computing skills and using IT and computing across the curriculum

- To plan and deliver the requirements of the EYFS outcomes and early learning goals or National Curriculum for computing to the best of their ability. In Brookvale Primary School we set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds. The class teacher ensures success by creating effective learning environments.
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches
- Setting suitable targets for learning as outlined in the inclusion policy.
- The class teacher's role is a vital role in the development of Computing throughout the school and will ensure continued progression in learning and understanding.
- To keep up to date assessment records (see co-ordinators file).

Staff training

- The IT and computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.
- Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

Health and safety

The school is aware of the health and safety issues involved in children's use of IT and computing.

All fixed electrical appliances in school are tested every year along with all portable electrical equipment in school. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the senior site technician, bursar or head teacher who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Safety guidelines in relation to IWBs will be displayed in the classrooms
- E-safety guidelines will be set out in the e-safety policy & acceptable use policy
- The IT and computing technician /coordinator will be responsible for regularly updating anti-virus software.
- Use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
- Parents will be made aware of the 'acceptable use policy' at school entry
- All pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all IT and computing areas.

Cross curricular links

As a staff we are all aware that IT and computing capability should be achieved through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as develop IT and computing skills.

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

