

# Heathfield Schools' Curriculum Overview



In order to ensure that all stakeholders have a clear understanding of how the curriculum is constructed and delivered, Heathfield Schools' Partnership interprets intent, implementation and impact in their documentation as follows:

## **Intent**

A statement based on the National Curriculum that describes the over-arching learning intentions in each subject area.

## **Implementation**

- a) Progression documents which explain the skills, knowledge and end points for each subject.
- b) Teaching and Learning policy that outlines the pedagogy that unpins how subjects are implemented.
- c) Information that summarises how the timetable is organised for each subject in the separate key stages.

## **Impact**

An explanation of how senior leaders, teachers and subject leaders use a range of evidence to evaluate the impact of the quality of education in each subject.



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<b>Reading</b>	<p>The reading curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Read with increasing ease and fluency.</li> <li>• Understand and explain the content of a wide range of high quality texts.</li> <li>• Appreciate how a love of reading enhances their lives.</li> <li>• Read for enjoyment and information to develop a love of reading.</li> </ul>	<p>In Early Years planning is based around the relevant strands in Development Matters. In Key Stage 1 and 2 the schools' reading steps outline the progression in skills.</p>	<p><b>Assessment:</b> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 the school's reading steps are used to inform formative and summative assessments and support planning for guided reading.</p> <p><b>Monitoring</b> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities each term that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children and hearing them read</li> </ul> <p>An in-depth review of reading takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> The environment provides a range of texts for children to explore and resources to retell stories and events. Staff model and scaffold reading skills in their interactions where opportunities present themselves. Initially children take books home that they are interested in and that adults can read to them. As their phonic knowledge develops they also select matched books from the Floppy Phonics scheme. In Reception teachers use the Power of Reading core books to plan their English inputs. Reading is taught through daily phonics inputs (phases 2 and 3) in Reception which build on the work done on phase 1 in the Nursery (with some revision early on).</p>	
		<p><b>Key Stage 1</b> <u>Power of Reading</u> teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit. <u>Phonic sessions</u> are taught daily. Phonics planning is developed from the Letters and Sounds programme. Phases 4-6 are taught sequentially, with opportunities to re-visit prior learning. <u>Guided sessions</u> are taught daily. Year groups plan for a variety of texts and genres. Books are chosen to match reading steps which ensure coverage of skills appropriate for the needs of the children. <u>1:1 assessments</u> are carried out half termly for each child. The texts used are agreed upon across year groups to guarantee consistent monitoring. <u>Comprehension</u> is taught half termly in Year 2 (Spring onwards) Sessions are delivered through the Rising Stars Cracking Comprehension scheme. Explicit teaching of strategies supports and develops children's understanding.</p>	



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		<p><b>Key Stage 1</b>  <u>Wider Curriculum</u> reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes. <u>Story time</u> takes place daily. Teachers carefully select texts that expose them to different realities and that they will enjoy.  <u>Home Reading</u>            Children continue to take home one book that is carefully matched to their phonic phase and another for interest, usually selected from the library. When children can confidently decode using their phonetic knowledge (usually in Year 2 though in Year 1 for the most able) other reading scheme books are available to support their home reading that draw on a wider range of reading strategies.</p> <p><b>Key Stage 2</b>  <u>Power of Reading</u> teaching sequences provide an engaging text which maximise the opportunities for whole class reading within a writing unit. <u>Guided sessions</u> are taught daily. Year groups plan for a variety of texts and genres. Books planned for are chosen to match reading steps which ensure coverage of skills appropriate for the needs of the children. <u>Comprehension</u> is taught half termly. Sessions are taught through the Rising Stars Cracking Comprehension scheme. Explicit teaching of strategies supports and develops children's understanding.  <u>Wider Curriculum</u> reading opportunities are embedded across the whole curriculum. Texts are carefully chosen to compliment non-core themes. <u>Story time</u> takes place daily. Teachers carefully select texts that expose them to different realities and that they will enjoy.  <u>Home Reading</u>            Children progress through the colour coded reading scheme with books carefully matched to the schools' reading steps. After this they are encouraged to read freely across a range of genres. The expectation is that reading journals are completed each night and these are monitored by class teachers daily.</p>	



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<b>Writing</b>	<p>The writing curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Plan, draft, write, evaluate and edit.</li> <li>• Write legibly, fluently and with increasing speed.</li> <li>• Spell accurately and use dictionaries and thesauruses to support the writing process.</li> <li>• Engage with a wide range of high quality texts to support their writing across the genres.</li> </ul>	<p>In Early Years planning is based around the relevant strands in Development Matters. In Key Stages 1 and 2 the schools' writing steps outline the progression in skills: text and sentence structure, composition and effect and SPaG.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 the school's writing steps are stuck in the children's books and are updated regularly following marking and verbal feedback. Year groups moderate books in PPA meetings regularly with a particular focus on children who are moving up a step.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team and Year Group leaders undertake a range of monitoring activities each term that include:</p> <ul style="list-style-type: none"> <li>• Formal observations</li> <li>• "Pop ins"/learning walks</li> <li>• Work scrutinies</li> </ul> <p>An in-depth review of writing takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Children are encouraged to make marks with a natural progression to writing identifiable letters. The environments provide a wide range of opportunities for writing with that include skills progression and appropriate challenges. Adult interactions encourage further writing throughout the day dependent on the children's interests. Teaching skills are individualised for each pupil and their need. Cursive handwriting is taught from Reception.</p>	
		<p><b>Key Stage 1</b> <u>English</u> is taught every day. Power of Reading teaching sequences provide the starting points for year group planning and are adapted where appropriate to maximise the opportunities for writing. <u>SPaG</u> forms part of these sequences and is also taught discreetly as part of the final revision programmes in Years 2 and 6. Planning includes teacher models that are pitched at the core learning level in the class. Individual targets are taken from the step sheets in individual children's books. <u>Spelling</u> Within daily phonic sessions children read and write common exception words. A spelling homework is sent home weekly and the children practise the skill of look, say, cover, write, check. Year 2 use word banks in English lessons to identify incorrect spellings.</p>	



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<p><b>Maths</b></p>	<p>The maths curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate fluency in the four operations of mathematics underpinned by a secure understanding of place value.</li> <li>• Recall and apply knowledge rapidly and accurately.</li> <li>• Understand the big mathematical concepts.</li> <li>• Reason mathematically by explaining and justifying their thought process using mathematical language.</li> <li>• Solve a range of problems by applying mathematical knowledge and persevere to seek solutions.</li> </ul>	<p>In Early Years planning is based around the relevant strands in Development Matters. In Key Stages 1 and 2 the White Rose materials provide the progression.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt planning as required. End of term White Rose assessment tests are also used to inform teachers' judgments. <u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities each term that include:</p> <ul style="list-style-type: none"> <li>• Formal observations</li> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> <li>• Review of test results</li> </ul> <p>An in-depth review of maths takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Children are able to practise, explore and discover mathematical concepts through their own interests and play in the EYFS environments Adults teach maths skills such as positional language, measurement, time, money and shape in their interactions with the children. Daily numbers, counting and songs and rhymes form part of the curriculum. Twice a week in Reception there is a maths input using planning taken from White Rose.</p>	
		<p><b>Key Stage 1</b> Maths is taught daily in Key Stage 1 and in Year 2 will include one taught arithmetic session a week. Lessons are planned using White Rose materials, supplemented with other published materials. Daily lessons can include fluency, reasoning and problem solving to provide appropriate challenge for all learners. A hands-on approach and concrete apparatus are used to begin our teaching of each new topic.</p>	
<p><b>Key Stage 2</b> Maths is taught daily in Key Stage 2 and includes one taught arithmetic session a week. Lessons are planned using White Rose materials supplemented with other published materials. Daily lessons include fluency, reasoning and problem solving to provide appropriate challenge for all learners. All children in the key stage are given a yearly times table challenge to develop rapid recall and retention with Year 4 having an additional times table lesson for an hour a week.</p>			



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<b>Science</b>	<p>The science curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Acquire scientific knowledge and conceptual understanding in biology, chemistry and physics.</li> <li>• Use and apply the skills of scientific enquiry:</li> <li>• Understand the uses and implications of science.</li> </ul>	<p>The schools' science progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><u>Assessment:</u>            Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.            In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.            In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt planning as required. Three children in each class are tracked to provide benchmark information to complete a whole class summary sheet at the end of each topic: working scientifically and knowledge.  <u>Monitoring</u>            Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Work scrutinies</li> <li>• Discussions with children</li> <li>• Review of assessment sheets</li> </ul> <p>An in-depth review of science takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b>            Planning in the moment invites children to be inquisitive and experience awe and wonder. They are encouraged to comment and ask questions about the natural world and things that they have observed (plants, animals, materials).            Resources to enhance this learning are available daily and during the school science week planning focuses on this aspect of the curriculum specifically.</p>	
		<p><b>Key Stage 1</b>            Science is taught once a week in KS1. The emphasis of the curriculum is on children acquiring knowledge through a range of different scientific enquiries. Learning objectives are in the form of a question which will then be explored and answered by the end of the lesson, therefore reflecting how a scientist works.</p>	
<p><b>Key Stage 2</b>            Science is taught twice a week in KS2. The knowledge and scientific skills documents with support from "Rising Stars Switch on Science" provide the starting points for year group planning and are adapted where appropriate for the current needs of the pupils. The emphasis of the curriculum is on children acquiring knowledge through a range of different scientific enquires. Learning objectives are in the form of a question which will then be explored and answered by the end of the lesson, therefore reflecting how a scientist works.</p>			



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<b>History</b>	<p>The history curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Gain a coherent understanding of Britain's past and that of the wider world.</li> <li>• Demonstrate a curiosity to know more about the past.</li> <li>• Acquire historical knowledge, understanding and skills</li> </ul>	<p>The schools' history progression document outlines the knowledge and skills that will be covered in each year group. At the start of each topic a knowledge organiser is circulated to parents to help them support their child's learning.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt the direction of lessons and planning as required. Key questions on the planning and knowledge organisers support teachers' assessment techniques.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Work scrutinies</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of history takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> History is linked with maths and focuses on developing time specific language: old and new, tomorrow and yesterday, now and next, years and days. Specific events are remembered during the year e.g. Remembrance Sunday. Some Power of Reading texts and visits also provide opportunities to make links to history.</p>	
		<p><b>Key Stage 1</b> History is taught in blocks that introduces historical periods. They include changes within living memory, events beyond living memory, the lives of significant individuals and significant historical events, people and places in their own locality. School placed planning (with reference to the National Curriculum) is used within year groups. Lessons are planned to cover three main strands and themes with an emphasis with the teaching of historical skills and historical content.</p>	
		<p><b>Key Stage 2</b> History is taught in blocks of time periods, mainly in chronological order. School placed planning (with reference to the National Curriculum) is used within year groups. Lessons are planned to cover four main strands and themes with an emphasis with the teaching of historical skills and historical content. Outcomes are varied: they can be practical or written.</p>	



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<b>Geography</b>	<p>The geography curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a curiosity and fascination about the world and its peoples.</li> <li>• Understand and explain about diverse places, peoples, resources, natural and human environments.</li> <li>• Acquire geographical knowledge, understanding and skills.</li> </ul>	<p>The schools' geography progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><b>Assessment:</b>            Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.            In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.            In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt planning as required. Key questions on the planning and knowledge organisers support teachers' assessment techniques.  <b>Monitoring</b>            Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Work scrutinies</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of geography takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b>            A wide variety of books, stories, atlas', maps and globes are available in the EY environment. Links are made through stories and the Power of Reading and children are encouraged to discuss what they have noticed about their immediate environment and how it is different to other countries and places they have been. Using Beebots children can programme and navigate using directional language.</p>	
		<p><b>Key Stage 1</b>            Currently geography is taught under the humanities umbrella. It is taught as a unit of work on an alternate half term basis. Each unit is linked to the particular curriculum strands: Location and place knowledge, map skills, fieldwork and human/physical geography. In KS1 children should collect, analyse and communicate geographical concepts and interpret a range of sources of geographical information.</p>	
<p><b>Key Stage 2</b>            As above for years 3 and 4'. In years 5 and 6, two units are taught due to the expanded history curriculum. In KS2 children should also draw conclusions, evaluate, pose their own questions and make their own decisions. They should also communicate their findings in a range of ways.</p>			



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<b>Art</b>	<p>The art curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Produce creative work.</li> <li>• Show proficiency in drawing, painting sculpture and other techniques.</li> <li>• Explore their ideas through different mediums.</li> <li>• Become familiar with and use the language of art.</li> <li>• Know about significant artists and their historical and cultural significance.</li> </ul>	<p>The schools' art progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of art takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Resources for art are available daily throughout all of EYFS. Techniques are taught through Planning in the Moment e.g. teaching how to stop the paint dripping, modelling how to hold scissors and cut sellotape.</p>	
		<p><b>Key Stage 1</b> Art is taught weekly within Key Stage 1. The children's learning is further enhanced with a whole school arts week in the summer term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists, as well as working alongside a local artist.</p>	
<p><b>Key Stage 2</b> Art is taught weekly within Key Stage 2. The children's learning is further enhanced with a whole school arts week in the summer term where the children have the opportunity for collaborative working and often have the opportunity to work alongside a local artist.</p>			



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<b>Music</b>	<p>The music curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music.</li> <li>• Learn to sing.</li> <li>• Understand how music is created and create their own music</li> <li>• Recognise musical notation.</li> </ul>	<p>The schools' music progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><b>Assessment:</b> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p><b>Monitoring</b> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of music takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Access to musical instruments is part of both provisions and children are encouraged to explore the different ways to make sounds and music. Singing happens daily and children express themselves using movement and dance. New songs and rhymes are introduced to enhance topics, books, festivals and to deliver Phonics and Maths. Nursery and Reception have a weekly singing time.</p>	
		<p><b>Key Stage 1</b> Music lessons are taught on a weekly or fortnightly basis using the Charanga music scheme. Teachers use this to plan and deliver music lessons. Opportunities for musical experiences linked with other subjects such as English, Maths etc. are planned regularly into lessons e.g. through the use of curriculum-focused songs. There is a weekly singing assembly for all children.</p>	
		<p><b>Key Stage 2</b> Music lessons are taught on a weekly or fortnightly basis using the Charanga music scheme. Teachers use this to plan and deliver music lessons. Opportunities for musical experiences linked with other subjects such as English, Maths etc. are planned regularly into lessons e.g. through the use of curriculum-focused songs. There is a weekly singing assembly for all children.</p>	



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<b>Computing</b>	<p>The computing curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Develop as responsible, competent, confident and creative users of information and communication technology.</li> <li>• Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.</li> </ul>	<p>The schools' computing progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><b>Assessment:</b> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques. <b>Monitoring</b> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of computing takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> A variety of objects and materials that work in different ways and with different purposes are available to the children at all times. This includes torches, headphones, iPads, objects that need twisting and turning. Discussions, trips and books help children become aware of objects at home and within the locality that are programmable or have buttons that need to be pressed e.g. pelican crossing.</p>	
		<p><b>Key Stage 1</b> Computing is taught once a week. The planning is taken direct from Kapow, adapted where appropriate and year groups then create smartboards to support the learning. Lessons are a mix of theory and practical and do not always involve a computer. The laptops have been converted into Chromebooks. All staff have familiarised themselves with the Chromebooks and all relevant software involved. The use of Jit 5 and Busy things (LGFL software) is also used to support learning.</p>	
<p><b>Key Stage 2</b> Computing is taught once a week. The planning is taken direct from Kapow, adapted where appropriate and year groups then create smartboards to support the learning. Lessons are a mix of theory and practical and do not always involve a computer. The laptops have been converted into Chromebooks. All staff have familiarised themselves with the Chromebooks and all relevant software involved. There is a trolley of iPads available to support learning.</p>			



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<b>P.E.</b>	<p>The P.E. curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Be physically and mentally confident to participate in a broad range of physical activities.</li> <li>• Develop the stamina needed to be physically active for sustained periods of time.</li> <li>• Develop the competence to engage effectively in competitive sports.</li> <li>• Demonstrate resilience, fairness, respect and self-esteem.</li> <li>• Lead healthy and active lives.</li> </ul>	<p>The schools' P.E. progression document outlines the knowledge and skills that will be covered in each year group.</p> <hr/> <p><b>EYFS</b> Children have large spaces to enjoy energetic play daily. Equipment is freely available to enable to children to practise movement skills and promote balancing, climbing and negotiating space as well have waiting for their turn. Time is available in the hall once a week to enhance specific skills and towards the end of Reception the children have a dedicated P.E. slot.</p> <hr/> <p><b>Key Stage 1</b> PE is taught for 2 hours a week (one session indoors and one outdoors). The PE programme incorporates a variety of sports and physical education activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.</p> <hr/> <p><b>Key Stage 2</b> See above. Additional teaching expertise is provided by outside agencies such as Harlequins, England Netball, London Broncos and Middlesex CCC who come in to work with teachers.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of P.E. takes place every 2 years as outlined on the schools' review schedule.</p>



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<p><b>D.T.</b></p>	<p>The D.T. curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Develop, plan and communicate ideas in an increasingly technological world.</li> <li>• Work with a variety of tools, equipment and materials to make quality products</li> <li>• Evaluate processes and products</li> <li>• Understand and apply the principles of nutrition and learn how to cook</li> </ul>	<p>The schools' DT progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques. <u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of D.T. takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Junk modelling is found in both settings and 'work in progress areas' are available for work that is unfinished. Children are asked to plan what they might want to construct and think about the resources that they might need. Children are encouraged to reflect on how they created their piece and whether they would alter it in anyway.</p>	
		<p><b>Key Stage 1</b> Three times a year the children will undertake a DT project. Each topic is planned to take place for 8-10 hours over a half term. These will be linked to the year groups' current learning.</p>	
<p><b>Key Stage 2</b> Three times a year the children will undertake a DT project. Each topic is planned to take place for 8-10 hours over a half term. Timetabling may be flexible things with learning combined and done over a day/couple of days where appropriate. Each topic comprises investigation tasks, focus tasks followed by design, evaluate and make a product. One of the topics will cover food technology. The topic may be linked to the year group curriculum, but the key focus will be the D.T progression skills. The year groups will use a project on a page from the Design and Technology Association as the basis for their plans.</p>			



## Heathfield Schools' Curriculum Overview

Subject	Intent	Implementation	Impact
<p style="text-align: center;"><b>R.E.</b></p>	<p>The R.E. curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand, appreciate and respect cultural and religious differences.</li> </ul>	<p>The schools' R.E. progression document outlines the knowledge and skills that will be covered in each year group. This has been devised with reference to the Local Authority agreed syllabus.</p>	<p><u>Assessment:</u> Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands. In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents. In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Work scrutinies</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of R.E. takes place every 2 years as outlined on the schools' review schedule.</p>
		<p><b>EYFS</b> Special events and festivals from a variety of religions and faiths are celebrated across EYFS. Visitors and family members regularly come in to talk to the children about how they celebrate. Children are encouraged to reflect on their home traditions and family events.</p>	
		<p><b>Key Stage 1</b> R.E. is taught for an hour every fortnight and is delivered by the class teacher. Planning provides opportunities for children to experience a range of hands on activities. Increasingly challenging questions are included in lessons to help children start to think about a wide range of issues that affect human beings.</p>	
<p><b>Key Stage 2</b> R.E. is taught in two hour blocks once a fortnight by the PPA team. All work is planned by this team. Planning provides opportunities for children to experience a range of hands on activities. Challenging questions are included in lessons so that children can learn to think through issues that affect all human beings and reflect on the meaning and purpose of life. Visits to places of worship and visits from representatives of faith communities (both those who are in the school and those who are not) helps to promote an understanding of different faiths and their practices.</p>			



## Heathfield Schools' Curriculum Overview

<b>Subject</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>Spanish</b>	The languages curriculum will ensure that children will be able to: <ul style="list-style-type: none"> <li>• Understand and respond to speakers of Spanish.</li> <li>• Speak Spanish with increased confidence and fluency</li> <li>• Express their ideas and thoughts in Spanish.</li> <li>• Appreciate the Spanish culture.</li> </ul>	The schools' languages progression document outlines the knowledge and skills that will be covered in each year group.	<p><u>Assessment:</u> In Key Stage 2 assessment during lessons enables the teacher to adapt planning as required. Key questions on the planning support these assessment techniques.</p> <p><u>Monitoring</u> Members of the Senior Strategy Team and Year Group leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Discussions with children</li> </ul> <p>An in-depth review of Spanish takes place every 2 years as outlined on the schools' review schedule.</p>
		<b>EYFS</b>	
		<b>Key Stage 1</b>	
<b>Key Stage 2</b> By 2021 it is our aim that each year group has one hour of Spanish a week on a rolling programme. We are currently looking into a Spanish scheme to deliver quality Spanish lessons. Current practice teaches the skills outlined in the Spanish progression document. Displays are used to remind children of key vocabulary. Practical activities: songs and games are used to help improve memory and recall.			

## Appendix 1

### Assessment Principles

#### ***Assessment needs to be purposeful, appropriate and informative***

- Assessment needs to provide evidence to guide teaching and learning.
- Any assessment needs to have a clear purpose.
- Assessment needs to be appropriate in terms of age, task and desired outcome.

#### ***Assessment needs to be supported by robust and transparent moderation systems***

- Assessment needs to provide data that can be analysed to provide information about teaching and learning, the effectiveness of the curriculum and the needs and progress of individuals.
- Assessment judgements need to be moderated by experienced professionals to ensure accuracy.

#### ***Assessment needs to be embedded in to day to day classroom practice***

- Assessment needs to be planned for both within year groups and by individual teachers and other adults.
- Assessment information gathered during teaching should be used to reshape learning as appropriate: both within individual lessons and as part of longer teaching sequences.

#### ***Assessment needs to be based on an assessment criteria derived from the school and National curriculum***

- Assessments supports the framework for teaching and learning that enables every child to progress and develop.

#### ***Assessment needs to be clear, reliable and free from bias***

- Assessment needs to be inclusive of all abilities.
- Assessment should demand no more procedures than practically required to enhance learning.
- Assessment outcomes need to be understandable and meaningful for all stakeholders.

#### ***Assessment needs to support high expectations of pupils' attainment and progress***

- Assessment develops pupil engagement and acts as a motivator for pupil performance.
- Assessment dialogue (adult/adult and adult/child) reinforces the schools' vision : high standards and expectations are central to all aspects of school life.