

CURRICULUM POLICY

Whole school and EYFS

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: 4 September 2021

Date of next review: 3 September 2022

INTRODUCTION

At Parsons Green Prep we aim to help each child to achieve his or her full potential by providing a broad and balanced curriculum. We broadly follow the National Curriculum with an emphasis on creativity and discovery. We provide enrichment opportunities through Critical Thinking lessons (Year 6) and art, science and music-themed days and a range of challenges. Extra-curricular activities (see appendix 5), such as clubs, school productions, fundraising activities, school houses, visits, and residential trips (see appendix 6) all contribute to the total learning experience.

At Parsons Green Prep we believe that science, technology, engineering, art and mathematics (STEAM) are key subjects in securing positive opportunities and career paths for future generations. Primary school is a critical period for encouraging children to explore and begin to understand the world around them. We pay great attention to integrating STEAM skills across the curriculum in the hope to encourage pupils to understand the excitement and importance of science, technology, engineering and mathematics.

VALUES

Our school curriculum is underpinned by the British values we hold. At Parsons Green Prep we believe that an education that is rich in opportunities and experiences is one that influences a lifelong love of learning. We encapsulate these beliefs in our school motto, on which our foundations focus and aspirations are built.

Strive for excellence.

Through personalised learning, we foster the attributes of curiosity, enquiry and problem-solving in all. We aim to instil in each pupil the perseverance, determination, grit and commitment that will make them successful at any endeavour. We actively promote a nurturing culture that safely allows each child to take risks and to try new activities and skills, no matter what their background, appearance or disability.

Excellence begins with adopting a growth mindset which equips individuals with the confidence that they can do something. It is our responsibility to ensure that every child at Parsons Green Prep believes that they have the ability to learn and the self-assurance to solve problems and overcome difficulties. We must inspire and engage, so that children develop a desire to learn that is born out of the magic of discovery. Learning must be relevant so that children see a reason for new skills and knowledge and can celebrate the feeling of achievement gained from the new doors they can open and be proud of a job well done.

AIMS AND OBJECTIVES

At Parsons Green Prep we aim to:

- Provide full-time supervised education for pupils of compulsory school age, (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Maximise children's acquisition of knowledge, skills and qualities that will help them to develop intellectually, emotionally, socially, physically and morally.
- Ensure that our pupils make excellent progress according to their ability.
- Ensure that our pupils acquire skills in speaking, listening, literacy and numeracy.
- Ensure that our subject matter is appropriate for the ages and aptitudes of our pupils.
- Ensure that the personal, social, health and economic education reflects our aims and ethos and encourages respect and tolerance for others, paying particular regard to the protected characteristics set out in the Equality Act (2010).
- Provide a programme of activities for our EYFS classes that are appropriate to their educational needs in relation to personal, social, emotional, physical development and communication and language skills in line with the EYFS Framework (2021).
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Ensure that all children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively so that they become independent, responsible, valuable and confident members of the community.
- Develop in every young person British values, skills and behaviours they need to get on in life through a rich provision of classroom and extra-curricular activities that develop a range of character attributes.
- Support and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a yearly topic overview for the whole school (example in appendix 1). This indicates which topics are to be taught in each term, and to which groups of children. With our medium-term plans (appendix 2), we give clear guidance on the objectives and teaching we use when teaching each topic. Our short-term plans (appendix 3) are those our teachers write on a weekly or daily basis. Weekly plans are used when a several lessons are taught on a weekly basis, i.e. maths and English.

Weekly plans set out the learning objectives for each session, identify resources needed, activities, differentiation and assessment criteria. Teachers may also annotate plans to reflect on the effectiveness of the lesson and learning outcomes. Teachers may decide to include an 'at a glance' overview of National Curriculum/ISEB objectives but this is up to teacher discretion. An example of this has been included in appendix 3.

In the Early Years Foundation Stage (EYFS) we plan the curriculum so that there is coherence and full coverage of all aspects of the curriculum in line with the EYFS Framework (2021), and there is planned progression in all curriculum areas. Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities.

Please see our **EYFS handbook and EYFS policy** for more information.

In Key Stage 1 and 2, our creative curriculum gives high emphasis on acquiring skills as well as knowledge. We aim to teach through a cross-curricular approach; combining the knowledge of the foundation subjects with the key skills of literacy and STEAM threaded throughout the timetable.

To ensure that each child has access to a comprehensive learning experience, pupils throughout school receive music, French and sport lessons, taught by a specialist teacher wherever possible. In addition to this, pupils from Year 2 upwards receive specialist art lessons.

To ensure consistency within each Key Stage and across the school, teachers use specific Parsons Green Prep planning templates for all three phases of planning. National Curriculum documents and each subject have a handbook which is used to guide and direct planning, as well as a tool to support differentiation for specific groups of children. Subjects, such as art and design technology where there is scope to follow a scheme (teacher-designed or purchased from an official body) rather than the National Curriculum, follows the same structure to ensure consistency across year groups (Appendix 7 – Scheme of work demonstrates clear art and design objectives covered by each year group and when).

Within Key Stage 1 and 2 teachers use clear guidance from a range of resources to ensure that all maths objectives are covered. Teachers use the following to plan a comprehensive maths curriculum:

- National Curriculum (2014),
- Galore Park (ISEB) from Year 3 onwards
- White Rose Maths and NCETM to promote high-level problem solving skills).

In the EYFS and Key Stage 1 teachers use the Letters and Sounds document to sequence phonics planning. Other areas are planned for by teachers using the National Curriculum (2014) as guidance to structure sequences of lessons through our skills and knowledge-based curriculum. Previous assessment informs future planning and teachers ensure that lessons cater for all abilities and learning styles. Teachers regularly review, update and evaluate plans accordingly, depending on individual progress.

Please see our **Assessment, Record Keeping and Reporting** and **Teaching and Learning** policies for more information.

INCLUSION

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so.

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

Children with special educational needs or disabilities (SEND)

If a child has a specific need, staff do all they can reasonably can to meet these individual needs. With the guidance of the SENDCo, who monitors SEND progress, we comply with the requirements set out in the SEND Code of Practice (2014) in providing for children with special needs or disabilities. If a child displays signs of having special needs or disabilities, his/her teacher along with observations by the SENDCo makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Arrangements for school trips or examinations take account of pupils' needs.

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

If a child has an Education, Health and Care Plan (EHC plan) we will consult with all parties who contributed to the plan in order to provide an education that ensures access to the curriculum and substantial progress is made in all areas. We would meet all requirements of the plan.

Please see our **SEND** policy for more information.

English as an Additional Language (EAL)

We place EAL children who require support on a register which is circulated to all staff. Each child recognised as having EAL and needing additional support will also have an EAL plan carefully created by their class teacher, outlining areas where support is needed. This plan will include specific areas to develop the child and methods to be employed to reach these targets. The school can direct parents to teachers of EAL out of school to support EAL students in their early stages. Support sessions are run by classroom assistants who support EAL children with homework tasks, the Big Write or developing skills identified by the child's teacher. Different languages are incorporated in our school displays as well as within our instruction signs around the school.

Please see our **EAL** policy for more information.

Able, Gifted and Talented (AGT)

Able, Gifted and Talented children will at times require further extension and specific differentiation to target and enrich their specific gift/talent. Please see our SEND Policy for more information.

EXTRA-CURRICULAR ACTIVITIES

Parsons Green Prep provides a wide variety of extra-curricular activities for all children of all year groups to take part in. Each member of teaching staff, along with outside agencies, supports a timetable of before-school and after-school activities each term (Appendix 4 is an example of this).

Our timetable of extra-curricular activities provides a diverse array of opportunities for all children to take part in something that interests them outside of the daily school timetable.

To enhance and support our creative curriculum all classes attend at least one outing each term linked closely to the class topic. These outings are researched and selected carefully by teachers, who will then plan an engaging, useful period of activities for the group of children. Out of school visits include those to religious establishments, national museums and local areas of interest (Appendix 5). Part of our curriculum is delivered through residential trips in Years 3 to 6. Such trips aim to develop key skills such as teamwork, problem solving and confidence building.

ROLES AND RESPONSIBILITIES

Teachers' responsibility

Each teacher has at least one curriculum responsibility (with the exception of ECTs.) For their area of responsibility they are responsible for:

- Ensuring that the curriculum is in place correctly throughout the school.
- Evaluating the subject policy annually, updating as necessary and ensuring that all staff are aware of any changes made.
- Monitoring the curriculum in place, including children's workbooks and teachers' planning.
- Ensuring that resources are ordered as necessary and labelled and stamped.
- Keeping track of where resources are being used within the school.
- Ensuring the values of tolerance, democracy, mutual respect for one another and individual liberty is celebrated and encouraged in the classroom

The following are required to carry out an area of responsibility correctly:

- Ensuring year group teachers are following the required curriculum content each term.
- Liaising with year group teachers each term to evaluate the quality of teaching and learning for the previous term's creative curriculum topic. Identify key activities/outcomes to keep and discuss ways of improving the topic for the following year.
- Monitoring the quality of children's curriculum book work. For example, the correct books being used, appropriate presentation for year group, content, marking, quality of activity, does activity match/achieve the intended learning outcome.



- Liaising with year group teachers in advance of a new term to ensure that they have adequate resources for the delivery of high-quality teaching and learning.
- Continually providing year group teachers with suitable websites, resources and teaching ideas for enriched curriculum topics.
- Providing year group teachers with input as per assessment week activities.
- Evaluating/assessing the effectiveness of teachers' marking to ensure that comments are linked to learning objectives and also state next steps for improvement/development.
- Providing a Curriculum Area Update during a staff meeting to highlight/share new resources, techniques, teaching strategies and professional reading for development.
- Liaising with the Headmaster regarding possible INSET training opportunities or courses for specific teachers to attend as part of developing their curriculum area.
- Updating the subject policy annually in line with any changes that have been implemented within the school.
- Complete lesson drop-ins and providing feedback to teachers (appendix 8).
- Curriculum coordinators are responsible for ensuring their specialist subject is taught to a high stand. (Please see appendix 6 as an example of planning scrutiny template).

Other responsibilities

The Headmaster is responsible for monitoring the way the school curriculum is implemented. The Head of EYFS and Head of Teaching and Learning support the leadership of the curriculum and assists in monitoring its provision.

The Special Educational Needs or Disabilities (SEND) coordinator is responsible for the development of provision mapping and for supporting the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well planned and taught and that the aims are achieved for the class. They regularly review, update and evaluate plans.

Further information about our curriculum can be found in individual subject policies.

Reviewed and approved:	Job title: Head of Teaching and Learning
	4 September 2021
Next review due:	3 September 2022

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Appendix 1: Parsons Green Prep Yearly Topic Overview

	Autumn	Spring	Summer
Year 1	1.Extraordinary animals 2.Famous for more than 5 minutes (History, Geography, Art)	1.Medieval tales 2.Castles and homes (History, Geography, Art)	Pirates (History, Geography, Art)
Year 2	Great explorers (History/ Geography)	The Great Fire of London (History) Our local area (Geography)	Brilliant Brazil Amazing Amazon (Geography)
Year 3	Chocolate and the Aztecs (History/Geography)	The Egyptians and archaeology (History/Geography)	The Tudors (History/Geography)
Year 4	Prehistoric Britain and The Romans (History/Geography)	Extreme Earth (Geography)	World War II (History/Geography)
Year 5	The Victorians (History/ geography)	Rivers (Geography)	Ancient Greece (History/ geography)
Year 6	Barmy Britain (History)	Going Global (Geog)	Oceans (Geography)

Appendix 2: Example of a medium-term plan

**YEAR 2 AUTUMN
MEDIUM TERM PLAN 2021**

Week	Main learning objectives	Suggested activities	Assessment criteria	Resources
1	I. Count objects to 100 and read and write numbers in numerals II. Represent numbers to 100 III. Write numbers to 100 in words Mental arithmetic IV. To calculate using mental maths strategies	I. Children set up with physical resources (numicon, cubes, counters, dienes etc – mix on each table) <ol style="list-style-type: none"> Can the children make/say: Say X more/ X less than a number up to 100. Make a number (tens and ones) using physical resources II. Read and match written form/pictorial representation to numeral <ol style="list-style-type: none"> Counting objects and writing as numeral Reading number and representing in another form, e.g. tens frame. III. Read numbers as words up to 100 and write corresponding numeral underneath and vice versa IV. Focus on recapping a range of Year 1 maths skills	Can the children: Form numbers correctly Count forward and back in ones from any given number 0-100. Write numbers as words and numerals. Use reasoning to complete missing number problems Add two numbers Understand pictorial representations of numbers and write as a numeral or written number (word)	Slides IWB Hundred squares No differentiation this week – differentiate through SC. Record LA/MA/HA achievement ready for ability groups (week 3)

<p>2</p>	<p>I. To use a place value chart</p> <p>II. To order objects and numbers up to 100</p> <p>III. To partition a two-digit number using a part whole model</p> <p>IV. To add tens and ones</p> <p>Mental arithmetic</p> <p>V. To solve number problems using mental arithmetic.</p>	<p>I. Partition two-digit numbers into tens and ones using varied representation (dienes and numerals). EXT: challenge: How many two-digit numbers can you think of that have the same number of tens and ones?</p> <p>II. Order numbers from smallest to largest. EXT: Order two digit numbers shown in a variety of representations.</p> <p>III. Partition two digit numbers using the whole part model. EXT children by partitioning numbers into tens and ones shown as lines and crosses. EXT 2: Can the children complete the reversal of the model?</p> <p>IV. Children to complete a range of number sentences adding tens and ones. EXT: Matching number sentences to their totals.</p> <p>V. Mental arithmetic</p>	<p>Differentiate through SC and EXT challenges this week to enable streaming from week 3.</p> <p>Can the children:</p> <p>Recognise two-digit numbers</p> <p>Understand that two-digit numbers are made up of tens and ones.</p> <p>Recognise which number represents the tens and ones in a two-digit number.</p> <p>Partition tens and ones using a place value chart.</p> <p>Partition tens and ones in a whole part model.</p> <p>Apply their knowledge outside of the taught context to solve a problem.</p>	<p>Slides</p> <p>Number cards (10-99)</p> <p>Dienes</p> <p>Whole part models</p> <p>No differentiation this week – differentiate through SC. Record LA/MA/HA achievement ready for ability groups (week 3)</p>
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<p>3</p>	<p>I. Count in 2s, 5s and 10s II. Count in 3s III. Count in 3s</p> <p>Mental arithmetic</p> <p>IV. To solve number problems using mental arithmetic</p>	<p>I. HA and MA: Complete investigation to spot mistakes in number sequences. How do we know that is the mistake? Justify answers (reasoning skills)</p> <p>LA: Use numicon to count on in 2s, 5s and 10s. Write the number sequence on whiteboards.</p> <p>II. HA/MA: Children are to complete the missing number sequences. 2 step problem: What are the sequences going up in? What are the missing numbers? Some number sequences to count up in 2s, 5s and 10s but not from 0.</p> <p>EXT: 2s, 5s and 10s path</p> <p>LA: Complete number sequences counting in 2s and 10s. Use 2s and 10s number lines as an aid. EXT: continue the number sequence written by CT/TA</p> <p>III. HA: coloured Xs counting up in 3s on 100 square. EXT: number sequences and word problems.</p> <p>IV. LA: 100 square – coloured X on every number when you count up in 5s (Xs instead of colouring in to save time!) EXT: complete 5s number sequences. (TA/CT to write sequence in book to suit pupils' ability)</p> <p>V. Mental arithmetic</p>	<p>Can the children:</p> <p>Identify number sequences.</p> <p>Recall facts about counting in 2s, 5s and 10s.</p> <p>Use facts to solve problems and justify given answers.</p> <p>Recall facts about counting in 3s</p> <p>Use facts to solve problems and justify answers.</p>	<p>Slides</p> <p>Incorrect number sequences (HA)</p> <p>Numicon and whiteboards (LA)</p> <p>Number sequences</p> <p>2s, 5s and 10s number lines.</p> <p>EXT activities</p>
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Appendix 3: Example of KS1 and KS2 weekly plan

 <p>PARSONS GREEN PREP SCHOOL</p>	Maths Plan
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Year: 4	Term: Autumn	Week: 1	Area Focus: number and place value
National curriculum objectives:			
<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers 	<ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) ✓ Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations 	<ul style="list-style-type: none"> Round any number to the nearest 10, 100 or 1,000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers ✓ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value 	<ul style="list-style-type: none"> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
			<ul style="list-style-type: none"> ISEB: place value within 1,000,000 ✓ ISEB: ordering negative numbers and numbers up to 999,999 ISEB: rounding/approximation of numbers within 100,000

AGT:	HA: Aona*	MA: Eloisa*, Chloe*	LA: Detonine*	SEND:
EAL:				

*push

Appendix 4: Extra-curricular activities timetable (example)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		CHESS Year 3 and 4 With Miss Maria 8.00 - 8.45am			CHESS Year 5 and 6 With Miss Maria 8.00 - 8.45am
BEFORE SCHOOL		STUDY SKILLS Year 6 Miss Phoebe 08.00 - 08.45	MULTISPORTS Year 6 With Mr Tom 8.00 - 8.30am	MULTISPORTS Year 5 With Mr Tom 8.00 - 8.30am	MULTISPORTS Year 4 With Mr Tom 8.00 - 8.30am
		MULTISPORTS Year 3 With Mr Tom 8.00 - 8.30am			
RECEPTION					
AFTER SCHOOL	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
	ART ADVENTURERS Reception With Mr Lee 3.35 - 4.30pm	BALLET Reception With Miss Alice 3.35 - 4.30pm	MUSIC EXPRESS Reception With Miss Bonnie 3.35 - 4.30pm	CHELSEA FOOTBALL CLUB Reception With Chelsea FC Foundation 3.35 - 4.30pm	
YEAR 1					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
	BRILLIANT BAKERS Year 1 Miss Sabina & Miss Dava 3.35 - 4.30pm	YOUNG ENGINEERS LEGO CLUB Year 1 With Miss Kimberly 3.35 - 4.30pm	STEMTASTIC Year 1 With Miss Dinsmore 3.35 - 4.30pm	STAGE KOOL Year 1 and 5 With Mr John 3.35pm - 4.30pm	
	CHELSEA FOOTBALL CLUB Year 1 With Chelsea FC Foundation 3.35 - 4.30pm				
YEAR 2					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
		CRAZY CREATIONS Year 2 With Miss Lucy 3.35 - 4.30pm	COMPUTER GAME DESIGNERS Year 2 Miss Samantha 3.35 - 4.30pm	CHESSLINGS Year 2 With Miss Maria 3.35 - 4.30pm	
YEAR 3					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
		CYPHER CODING CLUB Year 3 4.00-4.45PM	CHELSEA FOOTBALL CLUB Year 3 4.00 - 4.45pm	BALLET Year 3 Miss Alice 4.00-4.45	
YEAR 4					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
	THE ARTISTS WAY Year 4 With Miss Louise 4.00 - 4.45pm	MASTERCHEF With Miss Sabina Year 4 4.00-4.45PM		YOUNG ENGINEERS LEGO CLUB Year 4 With Miss Kimberly 4.00 - 4.45pm	
YEAR 5					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
	CULTURE CLUB Year 5 With Mr Ryan 4.00-4.45	HOCKEY ALL STARS Year 5 With Miss Beth 4.00 - 4.45pm		CYPHER CODING CLUB Cypher Year 5 and 6 4.00-4.45pm	
				STAGE KOOL Year 5 and 1 With Mr John 4.00 - 4.45pm	
YEAR 6					
	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	Wraparound TA in classroom	
		PARLOUR GAMES With Mr Faulkner 4.00-4.45	DEBATING SOCIETY Year 6 With Mr Faulkner 4.00 - 4.45pm	CYPHER CODING CLUB Cypher Year 5 and 6 4.00-4.45pm	
FRENCH PROGRAMME					



Appendix 5: Educational visits timetable

	Autumn Term	Spring Term	Summer Term	Other outings
Reception	Fire station and Pizza Express	Polka Theatre (linked to Topic 'Quirky Stories' and Literacy)	Battersea Zoo	
Year 1	London Zoo (Topic link)	Tower of London (History Topic link)	Golden Hinde (History Topic link)	Fulham palace (link to science)
Year 2	Natural History Museum	St Paul's Cathedral (linked to topic)	Kew Gardens (linked to Science)	
Year 3	Roald Dahl Museum (linked to Literacy)	Freshwater Theatre Company Visit – Egyptian Day (Linked to Topic/ History)	Hampton Court Palace (linked to Topic/ History)	Residential trip to Woodrow High House
Year 4	St Albans (Linked to Topic on Ancient Rome)	Science Museum (Linked to Topic and Science on climate)	Shri Swami Swaminarayan temple (linked to Hinduism)	Residential trip to Mill on the Brue – Somerset
Year 5	Victorian Day – actors coming into school	British Museum (linked to 'Ancient Greece' topic)	River Thames at Putney – with Thames explorer trust (linked to 'Go with the Flow' topic)	Residential trip to Hindleap Warren STEAM – London Transport Museum
Year 6	Trip to the Unicorn Theatre	The London Docklands Museum (linked to Going Global topic) The British Library (linked to World Book Day) Buddhapadipa Temple (linked to RE – Buddhism)	Houses of Parliament National Portrait Gallery	Water sports residential trip Optional ski trip

Appendix 6: Planning Scrutiny template

Planning Scrutiny

Subject:
Subject Coordinator:
Teacher:

Date:

Planning Scrutiny	✓ or x
Contextual information Is the contextual information completed correctly?	
Learning Objective Is there a clear learning objective	
Progression Is there clear progression of learning in the lesson and over time	
Does the work match pupils abilities Is there clear differentiation of work for differing abilities, including SEND and AGT	
Starters Are the starters effective?	
Main teaching activity Are their opportunities for modelling, sharing or guided activities?	
Questioning Are key questions in italics?	
Differentiation Are the independent activities differentiated to support and extend all children?	
Plenaries Are the plenaries effective? Do they include opportunities for review?	
Resources Is there a clear list of resources required?	
Evaluations Have lessons evaluations been completed?	
Strength	Area for improvement
□	□

Appendix 7: Example of a scheme of work

KS2	<u>Art/DT Coverage</u>											
	Y3: Chocolate	Y3: Egyptians	Y3: Tudors	Y4: Invasions (Romans, Vikings)	Y4: Climate	Y4: World War II	Y5: Victorians	Y5: Ancient Greece	Y5: Rivers	Y6: 11+ Revision	Y6: Going Global	Y6: Great Britain & its
Exploring and developing ideas for art, cooking and nutrition												
Pupils should be taught:												
a. to create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. about great artists, architects and designers in history	✓			✓		✓		✓			✓	✓
d. understand and apply the principles of a healthy and varied diet	✓			✓		✓		✓			✓	✓
e. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques						✓						
f. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	✓			✓				✓	✓		✓	✓
Investigating and making art, craft and design												
Pupils should be taught to:												
a. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	✓	✓	✓	✓	✓	✓	✓				✓	✓
c. select from and use a wider range of tools and equipment to perform practical tasks, such	✓	✓	✓	✓	✓	✓	✓				✓	✓

as cutting, shaping, joining and finishing, accurately d. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities																				
Evaluate																				
Pupils should be taught to: a. investigate and analyse a range of existing products	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. understand how key events and individuals in design and technology have helped shape the world		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technical Knowledge																				
Pupils should be taught to: a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures	✓	✓																		
b. understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages		✓																		✓
c. understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors						✓													✓	
d. apply their understanding of computing to programme, monitor and control their products	✓																			
Breadth of study																				
5. During the key stage, pupils should be taught the knowledge, skills and understanding through: a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. using a range of materials and processes, including ICT [for example, painting, collage,	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

print making, digital media, textiles, sculpture] d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].																			
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Appendix 8: Example of curriculum drop in lesson observation

Focus	Comment
Is the scheme of work being followed and is the contextual information appropriate?	
Does the planning reflect the high expectations that we expect children in terms of teaching and learning and offer sufficient challenge for all pupils?	
Are there clear learning objectives and identified pupil outcomes that are matched to the pupils' needs?	
Is there a clear structure to the lessons that enables all pupils to access the work and make good progress?	
Is there appropriate progression planned for over time (a series of lessons)?	
Are the planned activities matched to the needs of the pupils with planning and activities for different groups including SEND, EAL, varying abilities including AGT?	
Are there a variety of teaching and learning methods planned for? (collaborative, independent, kinaesthetic, etc.)	
Are the lessons evaluated and used to inform future planning?	