




Teaching and Learning Policy (including NC subject policy) Key Stage 1 and 2

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Contents

1. Aims.....	5
2. Legislation and guidance.....	5
3. Inclusion and Equal Opportunities.....	5
4. Our Intent.....	5
5. The National Curriculum	5
6. Our School Values	6
7. Our Whole School Themes.....	6
8. Topic Enrichment	7
9. Our Principles.....	7
10. Well-planned learning activities	7
11. Engagement and motivation.....	8
12. Use of assessment.....	8
13. Purposeful learning environments	9
14. Home/School partnership.....	10
15. Integrated Learning Approach - Year 1	11
16. English	12
Policy Statement	12
Our Intent.....	12
Our aims and objectives are:	12
Legislation and Guidance	13
Our Implementation	13
Management arrangements	19
17. Mathematics	20
Policy Statement	20
Our Intent.....	20
Our aims and objectives are:	21
Legislation and Guidance	21
Our Implementation	22
Management arrangements	26
18. Science	27
Policy Statement:	27
Our Intent:.....	27
Our aims and objectives are:	27
Legislation and Guidance	28
Our Implementation	28

Management arrangements	30
19. Art and Design.....	30
Policy Statement	30
Our Intent.....	30
Our aims and objectives are:	31
Legislation and Guidance	31
Our Implementation	31
Management arrangements	33
20. Computing.....	34
Policy Statement	34
Our Intent.....	34
Our aims and objectives are:	34
Our Implementation	35
Management arrangements	37
21. Design and Technology	37
Policy Statement	37
Our Intent.....	38
Our aims and objectives are:	38
Our Implementation	38
Management arrangements	41
22. Geography.....	42
Policy statement	42
Our Intent.....	42
Our aims and objectives are:	42
Our Implementation	43
Management arrangements	45
23. History	46
Policy statement	46
Our Intent.....	46
Our aims and objectives are:	47
Our Implementation	47
Management arrangements	49
24. Languages.....	49
Policy statement	49
Our Intent.....	49
Our aims and objectives:.....	50
Our Implementation	50

Management arrangements	51
25. Music.....	51
Policy statement	52
Our Intent.....	52
Our aims and objectives:.....	52
Our Implementation	53
26. Physical Education (PE)	55
Policy statement	55
Our Intent.....	55
Our aims and objectives:.....	55
Legislation and Guidance	56
Our Implementation	56
Management arrangements	61
27. Personal, Social, Health and Economic Education (PSHE)	61
Curriculum statement.....	61
Our aims and objectives:.....	62
Legislation and Guidance	63
Our Intent.....	63
We have a scheme of work for PSHE and citizenship which covers key topics	64
• Healthy lifestyles	64
Our Implementation	65
28. Relationships Education.....	Error! Bookmark not defined.
Curriculum statement.....	68
Aims and Values.....	69
Implementation	70
29. Religious Education	78
Curriculum statement.....	78
Our Intent.....	78
Aims of Religious Education.....	79
Legislation and Guidance	79
Our Implementation	80
30. Links with other policies	Error! Bookmark not defined.
Appendix 1	Error! Bookmark not defined.

Note: This academic year we will be reviewing, adapting and improving our curriculum as part of the School Improvement Plan (Priority Number 3). This document will be adapted to reflect any changes made as a result.

1. Aims

- To set out the principles underpinning the school's approach to teaching and learning
- To set out how these principles are applied within the teaching and learning of each area of the school's curriculum
- To give examples of best practice in teaching and learning across the breadth of the curriculum

2. Legislation and guidance

There is no statutory requirement for maintained schools in England and Wales to have a Teaching and Learning Policy. However, West Hampstead has elected to create this policy to fulfil the aims in section 1.

The school curriculum is guided by the Programmes of Study for the National Curriculum 2014. As a maintained school, we are required to teach these programmes of study.

3. Inclusion and Equal Opportunities

At West Hampstead Primary School, we aim to provide equal access to the English curriculum for all children. We recognise, respect and celebrate the diversity of languages and experiences our children bring to school. We aim to reflect these in our classroom and to promote parental involvement to strengthen the links between home and school communities. We believe that all children can achieve and we value and promote each child's achievements. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. We regularly review our curriculum and the resources we use to ensure that our teaching reflects equality and respects diversity.

4. Our Intent

The West Hampstead Curriculum is designed to:







1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world as confident, responsible citizens

5. The National Curriculum

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our school's curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community. The school's approach to teaching and learning within each subject area is outlined in the following sections of this policy.

6. Our School Values

We worked with children, staff, parents and governors to develop our five core West Hampstead values. They are *Aspiration*, *Responsibility*, *Resilience*, *Consideration* and *Community*. These themes run through each of our topics.

 <p>Our School Values 2020-21</p>	<p>Aspiration</p> 	<p>Responsibility</p> 
	<ul style="list-style-type: none"> - Creativity - Curiosity - Communication 	<ul style="list-style-type: none"> - Citizenship - Staying Healthy - Organisation
<p>Resilience</p> 	<p>Consideration</p> 	<p>Community</p> 
<ul style="list-style-type: none"> - Confidence - Independence - Adaptable 	<ul style="list-style-type: none"> - Kindness - Empathy - Respect 	<ul style="list-style-type: none"> - Belonging - Collaboration - Relationships

7. Our Whole School Themes

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' topics around whole school themes. These themes are: *Journeys*, *Making a Difference*, *Environment* and *Diversity*.

8. Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that we have planned for: an exciting entry point, opportunities for exploration through in depth research, exciting trips and an exit point that will often involve sharing work with our community.

9. Our Principles

Teaching at West Hampstead Primary School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

i. At West Hampstead we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

10. Well-planned learning activities

Key Principle: *Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.*

i. There will be evidence in the learning environment of:

- effective exposition and focused learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the learning walls, in conversation, in their learning behaviour)

ii. Teachers will ensure that:

- work is planned, both termly and weekly, and electronic plans are filed each week for shared reference (on the system in *Staff Shared Area/Teaching staff/Planning*)
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole Curriculum Map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

iii. Implications for the whole school will be:

- there is a Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place, these are known to all and are detailed in the appropriate section of this policy
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Moderation Meetings, Pupil Progress Meetings, lesson observations, scrutiny of books and scrutiny of planning

11. Engagement and motivation

Key Principle: *Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.*

i. There will be evidence in the learning environment of:

- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home learning being valued
- children learning independently
- children collaborating within their learning
- children enjoying their learning

ii. Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a *hook*, *learning journey* and *high quality outcome* will be evident in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers, and the use of discussion, promote deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

iii. Implications for the whole school will be:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

12. Use of assessment

Key Principle: *Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.*

i. There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – *e.g. redrafting writing in collaboration with the teacher*
- children who are motivated to learn through differentiated learning activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

ii. Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent, qualitative and consistent with the West Hampstead Assessment Policy, providing pupils with very clear guidance on how learning outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records and submit data termly (for Reading, Writing, Mathematics and Science) and annually (for all other curriculum areas) to enable tracking of pupil data and as a basis for professional dialogue in Pupil Progress Meetings. In the Early Years, assessment records should be kept in pupil portfolios and submitted termly for all 7 areas of learning.

iii. Implications for the whole school will be:

- there is an Assessment policy in place that ensures consistency of practice (see Assessment Policy)
- there is an efficient system for tracking pupil data in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

13. Purposeful learning environments

Key Principle: *Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe.*

i. There will be evidence in the learning environment of:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (see Anti-bullying Policy)
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

ii. Teachers will make sure that:

- they teach children how to behave well (keeping the Golden rules)
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards (Golden Time) and sanctions (yellow card and missing agreed minutes of Golden Time), set out in the schools Behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner; they will avoid shouting and never shame or humiliate children
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies

- any criticism will be constructive and children's self-esteem will always be maintained

iii. Implications for the whole school:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school (see Behaviour Policy and Early Years Behaviour Policy)
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- Safeguarding procedures are in place and are adhered to (see Safeguarding and Child Protection Policy)

14. Home/School partnership

Key Principle: *Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.*

i. There will be evidence in the learning environment of:

- children's home learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

ii. Teachers will make sure that:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents by appointment
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via email, text message or letter
- they set appropriate home learning activities to develop children's understanding of topics covered in class

iii. Implications for the whole school:

- ensure parents are informed about school events and relevant topics through regular newsletters, emails, letters, text messaging, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant Parent Staff Association

15. Integrated Learning Approach - Year 1

Policy statement

At West Hampstead, we have introduced a cross curricular approach to learning in year 1 that builds upon the children's early development in EYFS and prepares them for more formal learning as they progress through the school. An integrated approach puts children at the centre of their own learning and provides an exciting and creative environment for them to develop.

Our Intent

We have designed a broad and balanced curriculum, in line with the national curriculum expectations, giving high priority to the development and achievement in the Foundation Subjects and the Arts. Our curriculum enables teachers and children to develop cross curricular links through a topic based approach that builds upon children's interests and stimulates a love of learning.

Our aims and objectives are:

- Develop independent and resilient learners
- Challenge learners in all areas of the curriculum
- Provide a pathway to formal learning in year 2
- Continue to develop the skills and objectives of the EYFS framework
- Provide exciting and creative cross-curricular learning opportunities through a rich and balanced topic curriculum
- Focus on the development and achievement in the Foundation Subjects and the Arts

Our Implementation

Within a broad and creative topic curriculum, children have daily whole class lessons in both Maths and English, where they are introduced to the key areas of learning from the national curriculum. Children spend their week working in small groups, both independently and directed, so they can consolidate and extend their learning from whole class lessons. Working in small groups, provides teachers with greater opportunities to challenge children's individuals and address misconceptions when they occur. Children are also provided with challenges across the week that relate to their topic learning and begin to develop the independence and resilience needed to be successful lifelong learners.

All children in Year 1 have a daily whole class phonics session of 15-20 minutes. The lesson follows the four-part revise, teach, practise, apply model, allowing children to both continuously revisit what they know and learn and consolidate new knowledge. Each session has a clear purpose and is part of a systematic plan to ensure that all children develop into independent readers. See page 14 for more on the school's approach to phonics.

In addition to the classroom learning environment, year 1 make use of an outdoor area that extends the children's learning experiences. The outdoor area provides opportunities for children to continue their foundation subject learning but also provides opportunities for children to continue the development of the early learning areas. Children take part in areas of learning that focus on the development of their balance and co-ordination, fine motor and hand eye co-ordination. Art, DT, construction and small world areas support the development of the children's problem solving and imagination.

Assessment

In year 1, children are teacher assessed against the national curriculum standards. Regular assessments in reading, writing, maths and science support future planning so children's learning needs are regularly met. Afternoon catch up sessions also provide children with 1: 1 learning time with the teacher.

16. English

Policy Statement

At West Hampstead Primary School, we understand that language plays a critical role in the development of every child and is fundamental to all learning. Our English policy follows a whole-school approach and embraces the full range of literacy skills. This shows our commitment to raising children's standards of achievement in speaking, listening, reading and writing. Having access to a rich language empowers children to not only communicate in functional, factual ways, but also to explore more creative, fulfilling avenues in learning and play. At West Hampstead Primary School, we follow a curriculum where reading and writing is purposeful and motivational.

Our Intent

Our intent is that children are taught the essential knowledge and skills that will allow them to talk, read and write with confidence and pleasure, this in turn will provide them with the cultural capital that will improve their life skills. In order to deliver this intent, we follow the aims and objectives below.

Our aims and objectives are:

- To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences
- To be effective, competent communicators and good listeners
- To express opinions, articulate feelings and formulate responses to a range of texts both narrative and non-fiction using appropriate vocabulary
- To ensure that all pupils can read easily, fluently and with good understanding and develop the habit of reading widely and often, both for pleasure and information
- To ensure that all pupils acquire a wide vocabulary, a thorough understanding of grammar, punctuation and spelling together with a knowledge of linguistic conventions for reading, writing and spoken language
- To ensure that all pupils appreciate our rich and varied literary heritage
- To ensure that all pupils write clearly, accurately and coherently, adapting their language and style in a range of contexts, genres and audiences
- To increase the children's ability to use planning, drafting and editing to improve their work
- To develop every child's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose
- To ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To provide high quality literacy experiences outside designated English lessons through a cross-curricular topic approach
- To produce effective, well-presented written work across the Curriculum

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

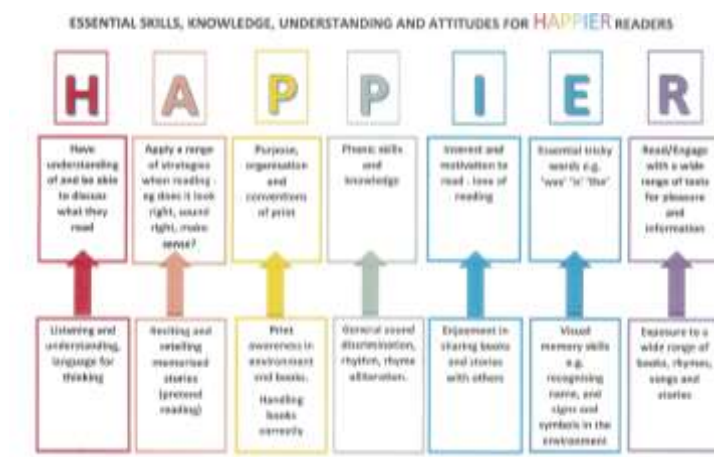
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Our Implementation

Reading

Early Reading

To become a reader, children need to develop a wide range of knowledge, skills, understanding and attitudes. These are underpinned by foundational skills which are explicitly taught and developed throughout the Early Years Foundation Stage and into Key Stage 1.



Kym Scott, 2015

Children at West Hampstead learn to read through a combination of implicit (unsupervised) learning and explicit learning, or direct instruction. Learning to read works best when it combines a small amount of engaging direct instruction with a larger amount of implicit learning which gives children time to practise on their own and develop as independent readers. In the EYFS at West Hampstead, direct instruction is delivered through short carpet sessions, guided reading and writing groups and 1:1 interactions. Implicit learning happens through play and self-led exploration. This continues in Year 1, where children have the opportunity to develop the skills they have been taught in focused sessions through independent, self-led learning.

Where a child is struggling with reading, it is important to discover which element or elements they are having difficulties with, and provide targeted support to fill those gaps. This can look very different for different children, for example one child might struggle to apply their phonic skills but have excellent language for reading, whereas another might know a range of phonic strategies and essential tricky words, but lack comprehension of the words they are able to read. Targeted support is quickly put in place to meet children's specific needs. This can take a range of forms e.g. Talk Boost groups to develop language, phonics booster groups (including Phase 1 booster groups), or additional 1:1 reading with a focus on developing motivation and a love of reading.

Phonics

Phonics is an essential early reading skill that allows children to independently read unfamiliar words. Phonics at West Hampstead is taught following the Letters and Sounds programme.

In Nursery, children learn Phase 1 phonics, developing the speaking and listening skills they will need for learning grapheme-phoneme correspondences in Reception. This is taught in a combination of explicit phonics sessions, phase 1 phonics activities linked to core texts and in play.

All children in Reception, Year 1 and Year 2 have a daily whole class phonics session of 15-20 minutes. The lesson follows the four part revise, teach, practise, apply model, allowing children to both continuously revisit what they know and learn and consolidate new knowledge. Each session has a clear purpose and is part of a systematic plan to ensure that all children develop into independent readers. A multi-sensory approach is used, including the use of rhymes and actions from the Read Write Inc. materials. Games are a key part of phonics sessions, allowing children to apply their skills in a fun and engaging way. Phonetically decodable reading books matching the sounds children have been taught are used to ensure children have lots of chances to apply their phonics skills in reading.

Common exception words are taught in line with Letters and Sounds to give children a bank of words they know by sight to develop their fluency in both reading and writing.

Children's phonic knowledge and skills are regularly assessed to ensure they are making progress. Other assessment of independent reading and writing ensures a rounded picture of children's application of their phonic knowledge. At the end of Year 1, the statutory Phonics Screening Check looks at children's ability to decode real words and pseudo (not real) words. Children who do not pass the year 1 phonics screening check are targeted for specific intervention in year 2 to help them develop the phonic skills they need to become independent readers. Phonics assessments form part of class handover at the end of the year, so new teachers are clear on where children's strengths and gaps are and are able to target support from the start of the year.

Children who have gaps in their phonic knowledge are identified and targeted for extra support. This includes children who have missed specific sessions due to absence as well as children who are struggling to develop the skills they need to become successful phonic readers. Intervention should be timely and specific to ensure they are able to keep up with their peers. With children who are struggling to develop their phonic skills, different strategies should be used to help them engage and progress.

Guided Reading

In reception, children read 1:1 with the class teacher, additional adults and/or reading volunteers. As they develop their reading skills through the year, many will be taught through weekly guided reading sessions. This helps children to develop key comprehension and inference skills. Children who are identified as needing extra support are targeted for additional 1:1 reading throughout the year.

In Year 1 children read daily and all children are supported by an adult in a guided session at least four times a week. This level of support allows children to make accelerated progress, particularly those who did not meet the Early Learning Goals for Literacy. Children focus on one book per week developing their decoding skills, comprehension, inference and reading behaviour. Pupils continue to access a reading carousel through Years 1-3, where children reading at a similar level are taught together in a small group. Children are regularly regrouped to ensure their changing needs are met. Through careful questioning, the teacher develops their understanding and their knowledge of vocabulary and language structure. Teachers keep a record of books children have read to them during the guided reading sessions, together with notes about the progress they are making. Children progress through the colour bands and beyond to become independent readers and make more independent reading choices.

Whole Class Reading

In Years 4-6 children who continue to need additional support with word reading continue with the guided reading model. The rest of the class are taught reading skills as a whole class using a shared text. Teachers guide children into accessing and understanding more complex texts across a full range of genres. Where possible these high quality texts will have cross-curricular links to deepen the children's knowledge. Vocabulary is explicitly taught in context and the sessions focus around reading skills that improve children's comprehension.

Book Corners

At West Hampstead, each class has a book corner where quality texts are organised for children to enjoy during free choice reading time and borrow to read at home. Book corners raise the profile of reading in the classroom and allow teachers to oversee which books children are interested in. Book corners are vibrant, engaging, well organised and support an environment in which everyone reads for pleasure. Classes within year groups rotate books with each other to maintain variety, and the school often invests in new texts. Children take books home and return them on a regular basis.

Home Reading

From Nursery, children and parents are encouraged to browse the reading corner and choose engaging texts to read at home together. As children develop decoding skills in Reception, they begin to take home colour banded reading books to have a go at reading themselves. These include phonetically decodable readers matching the sounds they have been taught, or ones which need revision based on regular assessment. Phonetically decodable readers continue to be used in Key Stage 1 until the child has a secure grasp of phonics. This allows children to apply and consolidate the skills they have been taught in phonics sessions at school.

Children change take home a reading record in which the titles of their books are recorded. For the younger children, an adult in class records the titles. Caregivers are encouraged to record comments in their child's reading record. Adults at school will regularly look through the record, sign it or make comments, and as such they provide a valuable opportunity for home-school communication. From Year 2, children are encouraged to choose for themselves from within their book band and record the title themselves in their reading record. This encourages the children to develop their own reading preferences, as well as take responsibility for school property. Children are encouraged to write their own comments in their reading records, and as they move through the school, to complete increasingly detailed book reviews. Reading at home is motivated through the use of praise, positive comments in reading records, bookmarks, stickers and the million word initiative.

Progression

At West Hampstead, we use the traditional book banding scheme up to Lime (around Year 3). This follows this order:

- Pink
- Red
- Yellow
- Blue
- Green
- Orange
- Turquoise (at expected level for end of year 1)
- Purple

- Gold
- White (at expected level for the end of Year 2)
- Lime
- (Brown, Grey)

From Lime onwards children are able to access 'chapter books' and choose from levels within class book corners. Books are checked by class teachers to ensure the right match between children's choices and their current attainment. If a teacher is concerned about a child's reading development they will contact caregivers. If a caregiver has any worries, they should speak first of all to the class teacher. If children are experiencing real problems with learning to read, our Inclusion Team will give advice and provide additional support if necessary.

Writing

West Hampstead English lessons are based around stimulating texts. These could be Talk for Writing stories, Power of Reading texts, Literacy Shed videos or something else chosen by teachers to inspire the children in their class. We use a range of engaging writing stimuli to develop children's writing skills and foster a love of writing. There are five key strands which run through the teaching of English at West Hampstead from the Early Years through to Key Stage 2. These are:

- Purpose,
- Oracy,
- Modelling,
- Grammar and
- Improvement.

Additionally, key transcription skills including spelling and handwriting are taught explicitly in line with National Curriculum expectations.

Purpose

Children need to be clear about the purpose and audience of their writing in order to become successful writers. In the early years, it is vital to provide children with writing opportunities that they feel an emotional attachment to. This motivates them to have a go and apply their developing literacy skills throughout the provision and in adult led activities. As they move into Key Stages 1 and 2, children are introduced to a range of age appropriate writing purposes which expand as they progress through the school.

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Oracy

At West Hampstead, teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Oracy underpins the teaching of reading and writing, but is key to children's success in all subjects: English is both a subject in its own right and the medium for teaching across the curriculum. Oracy strategies are used throughout the school to help children articulate their ideas, listen well to others and speak confidently. Teachers understand that children need to be able to verbalise their thoughts before they can write them and so oral rehearsal is frequently used prior to writing in English lessons. Talking roles and structures progress systematically and become more complex throughout the school.

Talking Roles Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Builder	Builder	Instigator	Instigator	Instigator	Instigator	Instigator
	Challenger	Builder	Builder	Builder	Builder	Builder
		Challenger	Challenger	Challenger	Challenger	Challenger
				Summariser	Summariser	Summariser
					Clarifier	Clarifier
						Prober

Throughout the school children learn some key texts off by heart using a Talk for Writing approach. This helps children internalise particular language structures and use these high quality phrases in their own speaking and writing.

Modelling

Modelling the writing process is an integral part of teaching writing at West Hampstead. Teachers will regularly use whole class shared writing to model the language and grammatical structures that children should be using. All children are expected to contribute to class shared writing with their own ideas. Teachers model the drafting, rereading and editing processes. Teachers and support staff may also work with smaller groups on guided writing to address a specific focus with those children.

In Key stage 2, staff prepare models before shared writing with the children so that they have a 'mastery model' in mind and can focus on the children's contributions in these sessions. Staff backwards plan from the end of unit expected outcome to ensure that all expectations have been clearly taught and modelled so that the children can take independent ownership of these skills.

Grammar

At West Hampstead, grammar is mostly taught in a context within English lessons and is planned for across the year to ensure coverage. Teachers are clear on the grammar expectations for their year group and use examples of age-appropriate grammar during shared and guided writing. Teachers may also use games, quizzes and activities to ensure children can apply what they have been taught. Review and revision of previously taught concepts will be interleaved throughout the year.

All staff aim to model accurate grammar in both their speech and writing. Teachers support children in matching the grammar expectations for their age in both their speech and their written work. Teachers use the correct terminology for grammatical devices throughout the school to maintain clarity for children.

Improvement

Teachers will make every effort to make sure that children's work is regularly shared within the class but also with staff around the school and adults at home to motivate children to write as well as they can. The improvement process will be modelled by teachers and will in response both to self-evaluation from rereading and feedback from others. Time for improving writing is planned into English lessons and children in Key Stage 2 will be encouraged to regularly reread what they have written so far and check it as well as redrafting at the end of a piece of writing.

Children will be given feedback on their work by both adults and their peers. This feedback may be oral or written and children will also develop their skills of appraising the effectiveness of writing and giving useful feedback to their peers. Children in Years 1-6 also have targets on the front of their writing books that they can work towards in all writing pieces.

Early Writing

Much like reading, to become a writer children need to develop essential skills, knowledge, understanding and attitudes and where a child is struggling it is crucial to identify their specific area or areas of need and provide support to fill gaps. The Prime Area of Communication and Language is key to ensuring that children have things they want to write about and Physical Development underpins transcription skills. We know that a child who lacks confidence in these areas will also struggle as a writer and will therefore need support to develop their language and/or physical skills before their writing shows significant progress.

Spelling

We want children at West Hampstead to learn to write independently from an early stage. In the EYFS and Lower Primary Phase, children are encouraged to use their phonic knowledge and knowledge of common exception words to help them spell. When children can apply their phonic knowledge confidently, they will begin to learn a wider variety of spelling rules, patterns and strategies. These rules will be in line with national curriculum expectations for each year group.

By the time children leave West Hampstead we aim for them to be good spellers, knowing and using a wide range of words accurately, with the ability to use a dictionary, thesaurus or computer to check the meaning and spelling of complex words. Literate pupils should understand the sound and spelling system and use this to spell accurately.

In a piece of written work, how far a child's spelling should be corrected is a matter of judgement. Teachers must balance the sometimes competing needs for developing confidence and fluency in writing, against correcting all spelling for accuracy. Therefore, we do not correct every spelling for every child on every occasion. A fluent writer may be asked to look up words spelt incorrectly and learn them all, whereas a child who is struggling and lacking in confidence would not have every misspelt word crossed out - the teacher would select a few words to correct.

Handwriting

To be a fluent writer, a child needs fluent handwriting. Children should understand the importance of presenting their work clearly, legibly and in a well organised fashion.

In the Early Years, correct letter formation and pencil grip is modelled from the outset and children are supported to be able to form letters correctly and clearly. Activities which promote the development of the necessary muscles and fine motor skills (including anti-clockwise movements) are planned so children develop the skills they need to write comfortably.

Moving into Key Stage 1, errors are spotted and corrected early so that they do not hamper pupils' progress. Bad habits formed in the early stages are very hard to break later on and can make it difficult to join letters correctly. At West Hampstead we aim to teach children correct letter formation leading to clear, legible handwriting. They will be taught to

use a joined up style from Year 2 onwards. Children learn the proper use of upper and lower case letters, as well as how to form clearly defined ascenders and descenders. Handwriting sessions are often combined with phonics and spelling sessions. At West Hampstead, we use the Penpals handwriting scheme. In Key Stage 2 children will also have opportunities to type some pieces of work to develop the typing skills they will need at secondary school and beyond.

Where handwriting is a concern that cannot be met through regular opportunities to practise, referrals will be made to the Inclusion team.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in English through:

Pandora Donegan	English Leader EYFS and KS1	<p>English leader - EYFS and KS1</p> <ul style="list-style-type: none"> • Strategic direction and communication of the vision for English in EYFS and KS1 including cross curricular learning approaches, reading into writing, spelling, phonics and guided reading • Maintain an overview of standards, achievement and attainment throughout the school • Attend half termly Core subject meetings and SLT meetings when appropriate • Responsible for target-setting for Reading, Writing and GPS across the school and for assessment procedures in liaison with the Head teacher and phase leaders • Monitor and support staff in teaching high quality teaching of Reading, Writing and GPS in KS2, including books looks, learning walks and observations in partnerships with SLT • Maintain an overview of standards, achievement and attainment throughout the school • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject • Review and improve the teaching of reading and the quality of opportunities for reading in class and across the curriculum • Review and improve the impact of home reading and develop parental engagement in supporting children to read • Lead INSET, training and development in English. Develop partnerships beyond the school to support CPD. • Ensure children have access to high quality extended learning opportunities in English. • Ensure World book day is a key school event • Introduce, monitor and support the review of the English curriculum based on the Power of Reading. • Introduce, monitor and support the review of the spelling, punctuation and grammar programmes. • Review and improve the teaching of writing and the quality of opportunities for writing in class and across the curriculum • Review the teaching of handwriting • Evaluate provision in English as part of ongoing school self-evaluation through the subject SEF • Work in partnership with the English Lead for KS2 • Attend Camden English leads training <p>Phonics</p> <ul style="list-style-type: none"> • Lead and communicate the vision for phonics in EYFS and KS1 • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject • Monitor and support staff in teaching high quality phonics lessons in EYFS and KS1 • Maintain an overview of attainment and progress in Phonics • Evaluate provision in Phonics as part of ongoing school self-evaluation through the English subject SEF
Flora Harris	English Leader – KS2	<p>English leader – KS2</p> <ul style="list-style-type: none"> • Strategic direction and communication of the vision for English in KS2 including cross curricular learning approaches, Reading into writing, spelling, phonics and guided reading

		<ul style="list-style-type: none"> • Maintain an overview of standards, achievement and attainment throughout the school • Attend half termly Core subject meetings and SLT meetings when appropriate • Responsible for target-setting for Reading, Writing and GPS across the school and for assessment procedures in liaison with the Head teacher and phase leaders • Maintain an overview of standards, achievement and attainment throughout the school • Monitor and support staff in teaching high quality teaching of Reading, Writing and GPS in KS2, including books looks and observations in partnerships with SLT • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject • Review and improve the teaching of reading and the quality of opportunities for reading in class and across the curriculum • Review and improve the impact of home reading and develop parental engagement in supporting children to read • Lead INSET, training and development in English. Develop partnerships beyond the school to support CPD. • Ensure children have access to high quality extended learning opportunities in English. • Ensure World book day is a key school event • Introduce, monitor and support the review of the English curriculum based on the Power of Reading. • Introduce, monitor and support the review of the spelling, punctuation and grammar programmes. • Review and improve the teaching of writing and the quality of opportunities for writing in class and across the curriculum • Review the teaching of handwriting • Evaluate provision in English as part of ongoing school self-evaluation through the subject SEF • Work in partnership with the English Lead for KS1 • Attend Camden English leads training
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17. Mathematics

Policy Statement

At West Hampstead we believe that Mathematics equips pupils with a powerful set of skills to understand the world around them. These skills include logical reasoning, problem solving and ability to think in abstract ways. Mathematical teaching and learning at West Hampstead is underpinned by a mastery approach. At West Hampstead Primary school, we follow a curriculum where Mathematics is purposeful and motivational. Every day, children participate in maths activities that promote fluency, reasoning, investigation and problem solving.

Our Intent

Our intent is that children are taught the essential mathematical skills that will allow them to develop positive attitudes towards the subject and an awareness of the relevance of mathematics in the real world. At West Hampstead we strive to provide children with a rich and balanced curriculum that develops their fluency, reasoning and problem solving the

key aims of our National Curriculum for mathematics. In order to deliver this intent, we follow the aims and objectives below.

Our aims and objectives are:

- To develop knowledge of the Mathematics contained within the programmes of study of the National Curriculum
- To develop pupils' enjoyment and interest in Mathematics and an appreciation of its contribution to all aspects of everyday life by providing a range of meaningful experiences
- To ensure pupils use discussion in order to learn; they should be able to elaborate and reason clearly their understanding and ideas.
- To ensure pupils acquire the language and vocabulary of mathematics
- To develop pupils' use of computing in their Maths lessons.
- To develop a knowledge and appreciation of the contribution made by famous Mathematicians to our knowledge of the world including mathematicians from different cultures.
- To provide high quality Mathematics experiences outside the designated Maths lessons through a connected curriculum approach.

Why do we study maths at West Hampstead?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

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

- become fluent in the fundamentals of mathematics, including through varied and frequent practice 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.

At West Hampstead, we strive for all children to not only have the knowledge, skills and confidence to succeed in maths at school, in their future jobs and in their daily lives, but also to recognise and engage in the enjoyment of numbers and mathematical thinking.

Legislation and Guidance

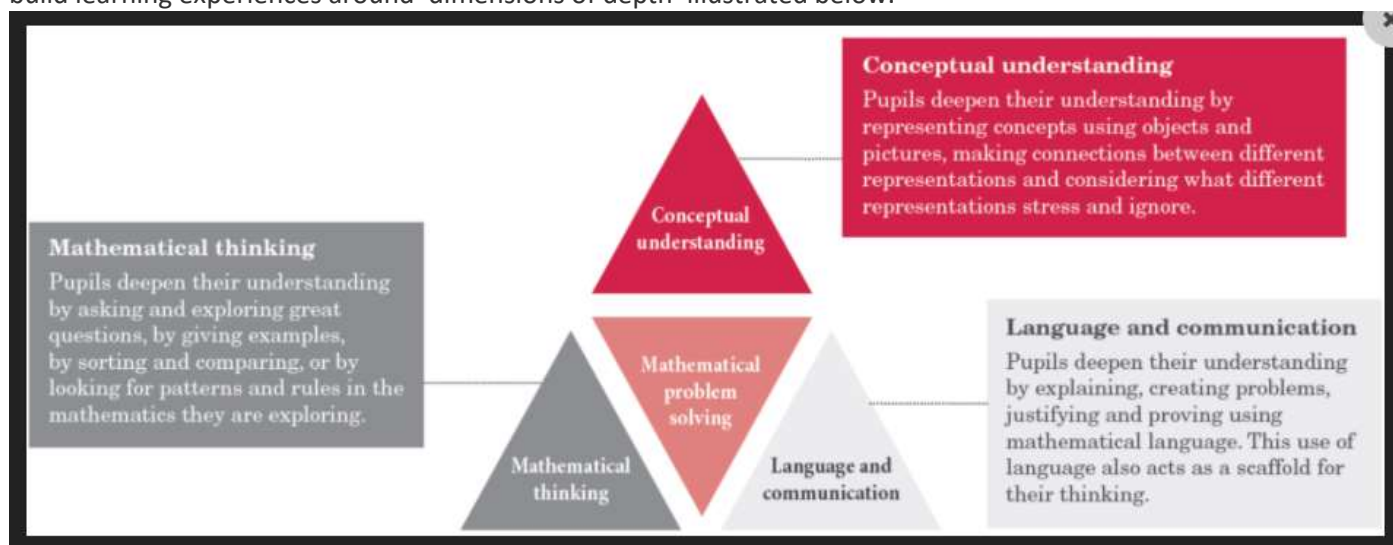
This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Our Implementation

At West Hampstead, we have a mastery approach to Maths. We believe that children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. This belief underpins our mastery curriculum which has been developed over time using a variety of documents, resources and CPD.

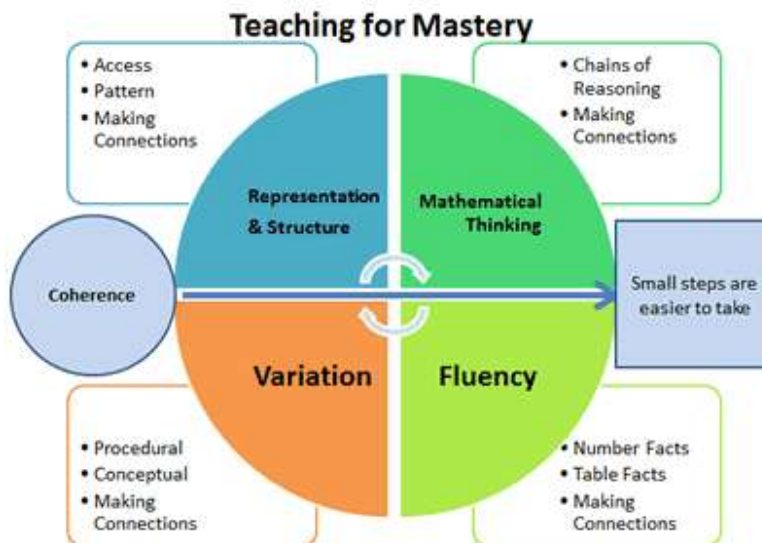
The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics. At West Hampstead we have adopted the Mathematics Mastery school improvement programme, which empowers and equips teachers to improve pupils' enjoyment, resilience, understanding and attainment in maths. This programme has been phased into each year and it is now adopted throughout the school. Not only have we taken on board the training and development provided to us, we have also made it our own and adapted it to the needs of our pupils. A key part of this is the West Hampstead Calculation Policy (appendix 1) which was developed from a Mathematics Mastery document. At West Hampstead, we generally follow the 6-part lesson structure however recognise that there are exceptions and not all lessons will include the full 6 parts. For example, sometimes it may be more appropriate to spread the 6 parts over a series of lessons or only complete 5 of the parts depending on the nature of the lesson. Regardless of the structure, teachers at West Hampstead strive to build learning experiences around 'dimensions of depth' illustrated below.



Teaching for mastery rejects the idea that a large proportion of people 'just can't do maths' and teachers at West Hampstead encourage all pupils through the growth mind-set approach – through hard work (from both the teacher and pupil), we can all succeed in maths.

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.

There are five big ideas in the Teaching for Mastery approach:



Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward. This could happen during the lesson or inbetween lessons. It may be a quick 5 minute activity or chat, a more sustained amount of intervention over time or anything in between.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained. The school's calculation policy (appendix 1) and the [NCETM PD materials](#) can support teachers with these choices.

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others. The focus on language and communication in our lessons (sentence stems, talk partner activities, verbalisation, emphasis on whole sentence answers) contributes to this depth of mathematical thinking. At West Hampstead, we have a [mathematical thinking Google Drive](#) which is an ever-evolving collection of mathematical tasks that teachers can use to teach the key mathematical thinking skills identified and exemplified below and [in this document](#).

Problem Solving and Reasoning Suggested Activities (working document)

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trial & improvement	ones, twos, threes	Page numbers	Stickers	Triangles	Inverse operations	Family trek
Working systematically (finding all possibilities)	I'm thinking of a number	Boys and girls	Cars	Combinations	Hand shakes	Darts
Logic (using known facts, elimination and deduction, using the inverse)	MM starter book p20	MM starter book p23	1 to 8 box	Magic curves	Crack the code	Alien operations
Spotting and identifying patterns (inverse, repetition, multiples, factors, primes)	MM starter book p27	Multiplication patterns	Corners 1	Elevenses 1	Logic problems with grids	
Comparing and contrasting	MM starter book p13	Whitrose problems	Weight	HTQ	Take away	Compare dont calculate
Making conjectures	MM starter book p11	Sweets	Planet Zoot	Dice games	Nim	Regions 1
Generalising	This happens all the time - regular and specific use of the word in maths lessons					
Working backwards (deriving information)	I chose a number	I chose a number	Addition table	WB with age	WB with weight	Wb with length
Visualising/drawing	Matchstick puzzle 1	Tangrams	Halving 1	Tree stumps	Frog jumps	Trees
Proving & disproving	This happens all the time - regular and specific use of the word in maths lessons					

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics. Key facts such as multiplication tables and addition facts within 10 are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure. It is recognised that practice is a vital part of learning and teachers carefully design tasks that help the child's learning develop in a way specific to the learning objective.

Implementation: Maths in the EYFS

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance. The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
- understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces, and measures

We follow the EYFS curriculum guidance for Mathematics and make use of the Mathematics Mastery resources to help plan learning experiences. However, we are committed to ensuring the confident development of number sense and put emphasis on mastery of key early concepts. Pupils explore the 'story' of numbers to twenty and the development of models and images for numbers as a solid foundation for further progress. Teachers use the concrete – pictorial – abstract approach to conceptual development in line with 5 big ideas of Teaching for Mastery.

Children in reception are introduced to Maths With Parents to encourage home learning experiences in December (or when the teachers feel it is appropriate). At West Hampstead, we value the impact parents can have on their child's maths learning so seek to support and nurture this from an early age through games and conversation.

Implementation: Maths in KS1

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, including with practical resources [for example, 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. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

We ensure coverage through designing our [yearly planning overviews](#) (based on the master document in appendix 2) which then go into more detail on a termly and weekly basis. As we follow a blocked curriculum, we plan to revisit and revise content through regular maths meetings to ensure children have opportunity to recall and remember prior learning. We utilise the testing effect, interleaving effect and spacing effect to help us do this.

Implementation: Maths in lower KS2

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. 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. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

We ensure coverage through designing our [yearly planning overviews](#) (based on the master document in appendix 2) which then go into more detail on a termly and weekly basis. As we follow a blocked curriculum, we plan to revisit and revise content through regular maths meetings to ensure children have opportunity to recall and remember prior learning. We utilise the testing effect, interleaving effect and spacing effect to help us do this.

Below is our rigorous approach to the teaching and revision of times tables, an essential part of learning at this phase. There is an extensive set of slides available to year 3 and 4 teachers which focus on the actual teaching of times tables, inspired by the representations seen in the NCETM PD materials.

Term	Year 3	Year 4
Autumn	<p>Consolidate 2,5, 10 Teach 3, 4</p> <p>Daily</p> <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” <p>Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.</p>	<p>Consolidate 6, 7, 8 Teach 9, 11, 12</p> <p>Daily</p> <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” Frank counting Quick fire call and response <p>Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.</p>
Spring	Consolidate 3,4	Consolidate 6, 7, 8 Teach 9, 11, 12

	Teach 6 (link to 3) Daily <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.	Daily <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” Frank counting Quick fire call and response Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.
Summer	Consolidate 6 Teach 8 (link to 4) and 7 Daily <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.	Consolidate all. Daily <ul style="list-style-type: none"> Skip counting Chanting in format “four fours are sixteen, five fours are twenty, six fours are...” Frank counting Quick fire call and response Weekly: Maths frame (modified to suit year group and time of year) Results sticker in maths book. Loop cards, card games etc.

Implementation: Maths in upper KS2

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

We ensure coverage through designing our [yearly planning overviews](#) (based on the master document in appendix 2) which then go into more detail on a termly and weekly basis. As we follow a blocked curriculum, we plan to revisit and revise content through regular maths meetings to ensure children have opportunity to recall and remember prior learning. We utilise the testing effect, interleaving effect and spacing effect to help us do this.

In upper Key Stage 2, an emphasis is put on children having the fluency and capacity to draw on different aspects of their maths knowledge at any given time. In years 5 and 6, children are often expected to work independently on a set of maths problems that are not from the same topic e.g. fluent in five or a similar approach. This continues to develop their retrieval of learning and therefore encourages memory.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Maths through:

Louise Kwa	Maths leader	Maths leader <ul style="list-style-type: none"> Strategic direction and communication of the vision for Maths including cross curricular learning approaches, talk for maths, application of maths Responsible for target-setting for maths across the school and for assessment procedures Maintain an overview of standards, achievement and attainment throughout the school Plan, allocate and monitor budget cost centres relevant to the subject
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		<ul style="list-style-type: none"> • Monitor and support staff in teaching high quality Maths lessons, including books looks, learning walks and observations in partnerships with SLT • Responsible for organising and disseminating learning resources appropriate to the subject • Monitor and support staff in teaching high quality teaching of maths • Lead INSET, training and development in maths. Develop partnerships beyond the school to support CPD. • Monitor and review the teaching of maths in years 6 to ensure that the children are effectively being taught the whole of the new curriculum • Support the implementation of mathematics mastery • Implement and review daily maths catch up addressing misconceptions with key pupils Year 1-6. • Set up times tables slam and embed across the school through lunchtime club. • Review maths homework for Year 5-6 and Mathematics across school Y2-4. • Evaluate provision in maths as part of on-going school self-evaluation through the maths subject SEF
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18. Science

Policy Statement:

At West Hampstead we believe that through the study of science, children develop a sense of the world and how it works. We aim to foster a healthy curiosity about the universe, and encourage our pupils to ask challenging questions about how and why things happen. Our Science policy follows a whole-school approach. At West Hampstead Primary School, we follow a connected curriculum where learning of science is purposeful and motivational.

Our Intent:

Our intent is that children are taught key knowledge and scientific skills that encourages, fosters curiosity about our universe, and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. This in turn with the cultural capital will improve their life skills. In order to deliver this intent, we follow the aims and objectives below.

There is more to the teaching of science than enabling the pupils to acquire knowledge. It is also important to teach the skills necessary to question, predict, investigate and record what the pupils learn. At West Hampstead, we have a clear framework within which we work in order to promote the kind of learning in science which is in keeping with our values. These long-term aims represent the foundation stones upon which the science policy is built.

Our aims and objectives are:

- 1) Develop a positive attitude towards science, ensuring that all pupils participate fully and really enjoy their learning and achieve highly in it.
- 2) Encourage pupils to contribute positively in lessons.
- 3) Help pupils to find out more about themselves and their environment through active exploration and investigation.
- 4) Provide experiences which will progressively develop their scientific knowledge.
- 5) Develop the scientific skills necessary for investigation and experimentation.
- 6) Help pupils understand how developing scientific skills will enhance their life opportunities when they grow up
- 7) Develop the concept of the "fair test", in order to make the pupils' investigations more meaningful and accurate.

- 8) Make sure that we are assessing our pupils regularly in order to measure progress.
- 9) Provide a global perspective of science, in keeping with the equal opportunities policy at West Hampstead.
- 10) Ensure pupils understand the need to be safe at all times, and gain knowledge and understanding about how to lead a healthy lifestyle
- 11) Forge links with other educational, cultural or business establishments which will benefit both pupils and staff development in science.
- 12) Ensure that all children have equal access to the science curriculum.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Our Implementation

At West Hampstead, our Science Curriculum has been broadly outlined in the National Curriculum. Further guidance of what is taught in class is provided by the Kent Primary Scheme. This scheme has been adopted by West Hampstead with some details changed to suit our needs and present curriculum format. In accordance with the guidance in the new National Curriculum, this scheme has clearly indicated a progression in the key scientific knowledge and concepts, from Year 1 to Year 6.

These documents give us details about *what* to teach, but not necessarily about *how* to teach or what ethos should underpin our teaching. Throughout each and every unit of study the emphasis is on the children learning by doing. The units encourage the teachers to provide activities that will enable the children to test their previously held ideas. In doing so, they will also be encouraged to develop a bank of skills and an understanding of the processes required to be able to work scientifically and relate it to the world around them.

Most importantly it is essential to develop strategies that teachers can use to ensure that children are interested and engaged in the content, fostering a curiosity that encourages questioning and independent research.

In every unit of work the most suitable aspects of the statutory requirements for **Working Scientifically** have been selected. Each of these requirements will be thoroughly covered throughout both of the Key Stages. Each unit of study contains a section outlining the most appropriate scientific vocabulary to be used when studying that particular area of science. This will help children to become familiar with, and use, technical terminology accurately and precisely.

This section will help you to understand how science is taught at West Hampstead and how it reflects the West Hampstead values. It will also include information about what is taught in each year group and when it will be taught during the year.

The National Curriculum programme of study

In science, the Programmes of Study cover 4 broad areas in each Key Stage:

- Scientific Enquiry

- Life Processes and Living Things
- Materials and their Properties
- Physical Processes

In the Foundation Stage (Nursery and Reception), the curriculum contains 7 strands of learning. These are called Early Learning Goals. Each strand is 'BOOK' led. One of these is called "Knowledge and Understanding of the World" and it is in this strand that pupils are encouraged to explore the world in all its variety through play, observation and discussion.

ORGANISATION AND METHOD OF TEACHING SCIENCE

At West Hampstead, science is organised so that all of the areas are covered and revisited at least once, over the two Key Stages. Wherever possible, science is taught as an integrated part of the topic work which we consider so important to the education of our pupils. It may also be taught as a "mini-topic", where a particular scientific subject under study is taught separately and not integrated into the main topic of the term. This is also true of the Foundation Stage.

At West Hampstead, we believe that children come to us with many interesting and varied ideas about all sorts of scientific phenomena. Unfortunately, many of these ideas do not represent the accepted scientific view. It is important for the teacher to find out what those ideas are and, if necessary, change any misconceptions. They are much more likely to change them if they can see for themselves, by being **actively** involved in scientific investigations, that there are other ways of understanding scientific phenomena.

At West Hampstead, we teach our pupils the skills which are necessary in order to carry out scientific investigations. We encourage the pupils to plan and carry out scientific investigations, to raise questions to which they can seek answers, to record their findings in an appropriate manner. Through being actively involved in their own learning, the knowledge acquired is far more meaningful to them, and more likely to be retained.

The teacher's role is to find out what ideas their pupils have on the scientific topic under study. They may do this through questioning individuals, class discussions, written work, drawings, brainstorming an idea or producing a concept / mind-map. Once the ideas are determined, they may need to be extended or changed, according to the needs of the individual child.

The Scheme of work gives many ideas and details of what and how to teach. These suggest different methods for finding out children's ideas, and give examples of the sort of ideas which children may have, based on recent research undertaken on the subject. They show how these ideas may be modified and extended. They provide the teacher with ideas for activities and resources and also explain the scientific concepts in a way which is accessible to the teacher. By using these Guides, Science can be taught in the same way throughout the school.

Teachers must, of course, keep accurate records of all the children's progress in Science as in any other subject in the Curriculum. This is achieved using the Target Tracker system. Since science is a core subject, children are tested and given an assessment of achievement at the end of each Key Stage which is reported to parents.

HEALTH AND SAFETY

Whatever the method of classroom organisation or the activity being undertaken in the classroom, the safety of the children is of paramount importance and is always a consideration in the planning and execution of a lesson.

Every science lesson which involves the use of equipment or materials is prefaced by a talk about safety. The highest standard of organisation and behaviour is also a pre-requisite to the effective teaching of science and is an expectation at West Hampstead School

RESOURCES

Specific resources are kept centrally and can be accessed when necessary.

The school has strong links with the Crick Institute which allows us to borrow resources, receive and attend workshops and benefit from CPD. We have a Science garden in the playground which is used as a resource for studying plant life, and mini-beasts. Exhibitions are also invited into the school to broaden the children's learning experiences.

Areas in the playground have also been developed to provide the opportunity for children to grow their own food and a kitchen installed for food technology lessons to take place. The intention is to continue to develop these areas so that the cross-curricular opportunities are fully realised.

The intention is that by the time children leave West Hampstead, they have enjoyed their learning journey through science and achieved their full potential. That they leave us with a sense of curiosity, excitement and interest in the subject, and all of the necessary skills and attributes to take them forward into their next phase of education.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Science through:

Lysander Code	Science leader	
		<ul style="list-style-type: none">• Strategic direction and communication of the vision for Science including cross curricular learning approaches• Review the planning and resourcing of Science- the What and Why and How? Review Medium Term Planning, timetabling, unit planning• Ensure effective Science teaching, whole school, through learning walks, book look and lesson observations• Plan, allocate and monitor budget cost centres relevant to the subject• Responsible for organising and disseminating learning resources appropriate to the subject• Lead in target-setting in Science across the school and for assessment procedures in liaison with the Head teacher• Maintain an overview of attainment and progress in Science throughout the school• Ensure children have access to high quality extended learning opportunities in Science• Evaluate provision in Science as part of ongoing school self-evaluation through the Science subject SEF• Monitor and support science displays

19. Art and Design

Policy Statement

At West Hampstead we believe that Art and Design plays a huge role in our pupil's development, it therefore forms an integral part of our Curriculum.

Our Intent

Art, craft and design embody some of the highest forms of human creativity. We regard art as an important subject because artistic creation can provide fulfilment throughout life. Through artistic observation children can heighten their perceptions of the world around them and art can contribute to cultural understanding. Art and design is not just a

subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality. (*Quentin Blake, Children's Laureate*)

Our aims and objectives are:

Art and Design teaching offers opportunities to:

- Find enjoyment in art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum - Art and design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

Our Implementation

Teaching and Learning in Art and Design

The teaching and learning of Art and Design in our school should be engaging, inspiring and challenging. Through their learning, pupils should become equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The aims of art teaching at West Hampstead will be achieved through implementing an art and design scheme of work that links into other subjects. At West Hampstead, we link the art syllabus to other curriculum areas, largely humanities and science, under the heading of Topic work. Within other contexts, under the Power of reading syllabus, Art skills are also developed as a response to, and expression of ideas from relevant texts in English lessons.

The scheme of work is based on ensuring that all areas of the National Curriculum are covered and that all skills are covered progressively throughout the school.

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.

- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

EYFS

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves and their thoughts and feelings. They investigate the use of pattern and texture to represent ideas or emotions. They begin to appreciate the work of other artists.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Classroom organisation

At West Hampstead School, each child should experience art for the equivalent of an hour a week. This is taught on a weekly basis. Planning is provided for in medium and long-term plans.

Our approach to teaching art is cross curricular. We also recognise that some areas of art are best introduced and taught to the whole class while other opportunities should be given for individual and small group work.

- All basic art resources in the classroom should be clearly labelled, stored correctly and fully accessible to encourage independence and choice.
- Children are taught how to use and store resources correctly.
- Art work is kept either on display to celebrate children's successes, recorded in their sketchbooks (Year 2-6) or in the Topic portfolios.

Display

As a school we put great emphasis on displays both in the classrooms and in communal areas. This creates a learning environment, communicates our standards to visitors and offers a clear audience and purpose for the children's work. Displays can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

- Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.
- Displays should be interactive with clear explanations provided for the work.
- Displays can be enhanced by using artefacts, photographs, posters, plants and fabrics.
- When displaying work, staples or pins are preferred but should always be through the mount, not the work.
- It is important to value work of all abilities. Over a term all children should have some work selected for display.

Resources

Quality of work is related to quality of resources. This includes material for the children to use for practical work and resources to stimulate children's interest, skills and knowledge. The correct materials are vital for success. Each year group has basic art resources that are maintained by the individual teachers. Other resources are available on request from the specialist art teacher. We can gather appropriate stimuli materials from various sources.

The resources in school aim to reflect the multi-cultural nature of the school and the local environment. Class visits are encouraged to enhance topic work.

Special art equipment for children with special needs is available on request from SENCo.

Assessment

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. In Year 2-6, pupils are required to show their progression in their sketchbook.

Progression and achievement is tracked against learning objectives. Each child's annual report to parents will summarise their progress and attainment in Art and Design.

Photographic records and some work may be kept until the end of the year.

Health and Safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities.

All tools and materials should be child friendly and kept in good working condition. They should be stored safely. Children should be taught clear rules for the use and storage of equipment. Materials should not be wasted. Teachers need to be aware of children with allergies.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Maths through:

Abigail Wells	Creativity leader	Creativity leader <ul style="list-style-type: none"> • Lead and communicate the vision for creativity in the curriculum • Strategic direction and communication of the vision for Art
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		<ul style="list-style-type: none"> • Plan, allocate and monitor budget cost centres relevant to the subject • Monitor the quality of new West Hampstead curriculum in planning and pupils' work for art • Responsible for organising and disseminating learning resources appropriate to the subjects • Develop art skills within the implementation of the new West Hampstead curriculum • Monitor and support staff in teaching high quality Art in topic lessons • Maintain an overview of attainment and progress in Art throughout the school • Ensure children have access to high quality extended learning opportunities in Art, dance and drama both in school and through trips. This should include 2 Art projects by visiting local artists and art, dance and drama clubs after school • Support the Deputy head in the organisation of International Evening • Build links with cultural organisations (The Place, Royal Opera House, Art/Fashion schools) to enrich creativity in the school • Evaluate creativity as part of ongoing school self-evaluation through the subject SEF • Support creative development in the EYFS
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20. Computing

Policy Statement

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world (National Curriculum 2014).

Our Intent

West Hampstead School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims and objectives are:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Our Implementation

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 outcomes

- 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.
- 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.

Key Stage 2 outcomes

- 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.

Assessment

At West Hampstead, we use the assessment tools included in Purple Mash where:

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).

Inclusion

At West Hampstead School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Staff training

Needs will be met by:

- Arranging training for individuals as required;

- The Computing Co-ordinator will attend courses and support and train staff as far as possible.
- Regular e-safety training will be arranged and completed by all staff working with children
- All staff must be aware of professional conduct and safer working practices regarding the use of social media technologies.

Health and Safety

- West Hampstead School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.
- Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.
- Children should not be responsible for moving heavy equipment around the school.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The Computing Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum. Meetings with subject co-ordinators will also ensure that the use of information technologies across the curriculum is planned for and evaluated.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Computing through:

Debbie O'Brien	Computing Lead	Computing leader <ul style="list-style-type: none"> • Lead and communicate the vision for Computing across the school • Monitor the quality of new West Hampstead curriculum in planning and pupils' work • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject and maintaining the software needed to teach computing • Monitor and support staff in teaching high quality computing lessons • Maintain an overview of attainment and progress in computing throughout the school • Ensure children have access to high quality extended learning opportunities in computing. This should include computing projects in school and off site • Ensure that e-safety is embedded within the teaching of computing • Evaluate provision in computing as part of ongoing school self-evaluation through the computing subject SEF
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21. Design and Technology

Policy Statement

Within design and technology there is a wide scope of products, from food technology, where children can produce their own fruit salads or different breads, to making moving books and vehicles. Design and Technology should draw on the child's knowledge and experience from other subject areas, particularly English, Maths, Science and Art. Children have opportunities to make their own version of things that are already available, or they can use the knowledge they have acquired through design and technology and other subjects to create a product in response to a new idea. The latter really

gives the children the experience of being an inventor. Design and Technology should always be a relevant, enjoyable and creative activity for all children.

Our Intent

Our intent is that children are taught the essential knowledge and skills that will allow them to take a critical look at the products and objects around them, and their uses. They can investigate how mechanisms work, what materials they are made from and how effective they are. Design and Technology lessons can extend and enhance children's natural curiosity of how and why things work, by providing pupils with the opportunity to apply and develop their skills. They can think about why certain materials were used to make these products, and how products are produced to look attractive for the consumer. With this knowledge they can plan and construct things themselves, test them out, and evaluate their own work.

Our aims and objectives are:

For design and technology we aim to:

- Develop in children an understanding of the designing and making process, the need to evaluate existing ideas and products and an ability to work through the D&T process confidently.
- Ensure that by the end of key stage 2 children are able to work more independently, and with confidence on design and technology.
- Ensure that children are able to identify opportunities for design and technology activities by observing more closely the objects around them.
- Make children more aware of the ways in which everyday objects have been designed and made.
- To enable children to become more confident and skilled in using the range of tools and materials available in the school.

The West Hampstead Design and Technology Curriculum will:

- ensure that every individual has equal access to the curriculum of design and technology
- continue to develop children's interest and enthusiasm for this subject.
- ensure that children are aware of global issues, and that people across the world have similar needs that are catered for using different mechanisms and products. It is important that children are aware of how these products affect the environment, and can design their own product bearing recent world issues in mind.

Our Implementation

At West Hampstead we are striving to plan a curriculum that is skills based. We aim to track the skills that the children are developing, and build on these throughout their time at West Hampstead. In line with the National Curriculum, children at Key Stages 1 and 2 will be provided with opportunities to:

- Look at products available, discuss choices of materials and investigate how these products work.
- Plan their own products, in the case of key stage 2, making accurate drawings and annotating these.

- Choose and use appropriate tools, equipment, and materials to make their products.
- To test their products and evaluate them against the success criteria.
- To develop their knowledge and understanding of materials and mechanisms.

When designing and making, pupils should be taught to:

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Food Technology

As part of their work with food, pupils should be taught how to prepare food and apply the principles of nutrition and healthy eating. Instilling a love of cookery in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Provision for Early Years

Children in the Early Years are provided with opportunities that will allow them to develop skills to help them make sense of the world. The goals for Design and Technology in Early Years are the following:

- To 'build and construct with a wide range of objects, selecting appropriate resources and adapting their work as necessary.'
- To 'select tools and techniques they need to shape, assemble and join materials they are using.' (Curriculum guidance for the foundation stage pgs. 90 – 91 QCA 2000).

In order to achieve these goals children are given opportunities to:

- Use construction kits to experiment with different ways of joining.
- Use a range of different tools safely and to familiarise themselves with the names of these tools. E.g: scissors, stapler, hole punch, glue, rolling pin, cutter, knife, grater.
- Practise a range of techniques including cutting (scissors, pastry cutter, moulds, tearing), joining (sewing, cellotape, elastic bands, paper fasteners, adhesives, stapling, masking tape, paper clips treasury tags), and finishing (weaving, crimping, pleating, tufting, painting, colouring).
- Choose and use a range of materials within the topics of food technology, textiles, graphic media and construction.
- Discuss the purpose of Design and Technology tasks, their ideas for their products, how they will construct their products and how they could improve them. They will develop their subject knowledge and vocabulary through these discussions.
- Design a product using their prior knowledge. This is achieved through linking the DT topic to other areas of the curriculum e.g Literacy – linking a story with a problem – the Enormous Turnip - asking the children to design or make something that the people could use to pull the turnip out of the ground.
- Look at stimuli to encourage them to develop their ideas, such as books, stories, photos and multicultural artefacts.
- work independently in order to show their initiative through planning their own projects and finding their own solutions.

Assessment

Topic Planning will indicate the focus for each unit of work and assessment opportunities will be identified. The pupil's work will be assessed on a continual basis in order to give appropriate feedback. This will also aid the teacher in preparing the annual report to parents.

- Teachers analyse pupils' progress at the end of each unit of work. Children are given verbal feedback.
- Planning is evaluated. Teachers then adjust plans to reinforce knowledge and understanding or further extend pupils knowledge.
- Photographic evidence or pieces of work are kept for each unit of work. These are used for future plans and to aid the pupils understanding.
- Attainment is registered annually on the schools' tracking systems (Target Tracker)
- Reports are written annually to parents.

While recording is kept to a minimum it is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. Teachers can obtain evidence of attainment by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The teacher monitors progress in D&T by:

- informal discussions with children;
- assessing work and progress;
- observing children.
- Equal Opportunities and Inclusion

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. Teachers ensure that the curriculum is appropriate for the needs of all the children. The majority of learning in design and technology takes place through practical work with a result that pupils for whom English is an additional language will not be disadvantaged. The different beliefs and practices which the children have, will be taken into account when working with food, materials and design. Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Resources- Health and Safety

1. The necessary resources for each topic covered by each year group will be stored in boxes in the back of the resource room.
2. Children will have access to non –specific classroom resources such as scissors, paper, card and glue as appropriate.
3. At West Hampstead we use a variety of different artefacts and materials from different cultures within all DT topics. The children and the parents are a valuable resource in terms of their skills and knowledge.
4. A range of appropriate broken or disused objects should be made available to the children as it is vital for them to be able to disassemble an object in order to see how it works. Parents should be encouraged to contribute to this.
5. A range of different household items should be available for children to investigate and evaluate. This will play a large role in the children developing their evaluation skills.
6. All year groups have a digital camera available to use for photographic evidence.

Health and Safety

Whatever the method of classroom organisation or the activity being undertaken in the classroom, the safety of the children is of paramount importance and is always a consideration in the planning and execution of a lesson. Safety guidelines should be closely referenced throughout every DT lesson, wherever possible displayed within the classroom.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Design and Technology through:

Neil Thompson	DT Leader	DT leader <ul style="list-style-type: none"> • Lead and communicate the vision for the DT curriculum – look at the links with computing • Monitor the quality of new West Hampstead curriculum in planning and pupils' work • Develop DT skills within the implementation of the new West Hampstead curriculum • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject • Monitor and support staff in teaching high quality DT in topic lessons • Maintain an overview of attainment and progress in DT throughout the school • Evaluate provision in DT as part of ongoing school self-evaluation through the subject SEF • Ensure that Food Technology as part of the DT curriculum. Work with the cookery teacher and topic curriculum leaders to ensure that food technology is being evidenced as part of the topic curriculum.
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22. Geography

Policy statement

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem solving skills. Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

Our Intent

Our intent is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Our aims and objectives are:

Geography teaching offers opportunities to:

- Stimulate pupils' interest in their own surroundings and other localities, both in the United Kingdom and the rest of the world.
- Give pupils the opportunities to make observations and to form opinions about their immediate environment and other localities.
- Understand how physical features such as climate, rivers, and volcanoes affect the lifestyles of different peoples throughout the world.
- Foster pupils' sense of wonder at the beauty of the world around them.
- Develop an understanding of the relationship between people and the environment and how people's actions affect the quality of the environment.
- Enhance the pupils' sense of responsibility with regard to caring for the Earth.
- Develop an awareness and appreciation of cultural and economic diversity.
- Acquire and develop skills necessary for making geographical enquiries.

Our Implementation

Teaching and Learning in Geography

The teaching and learning of geography in our school should be both stimulating and motivating. Pupils should enjoy developing their skills and knowledge and begin to perceive the world as an interesting place. It should involve encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

The scheme of work for Geography at West Hampstead will be based upon the National Curriculum. It is topic-based, and should have links with other areas of the curriculum where it makes sense to do so. However, teachers must ensure that the geography key skills are covered for their year group. Each year group will teach a number of key facts which build on the knowledge of previous years, and which are designed to increase pupils' understanding of geographical concepts such as cities, continents and capitals. Resources provided for lessons should include I.C.T., photographs, aerial photographs, posters, books, artefacts, videos, maps and visitors/experts.

Key Stage 1 Pupils should be taught about:

LOCATIONAL KNOWLEDGE

- Name and locate the seven continents and five oceans.
- Name and locate the four countries and capitals of the United Kingdom, and its surrounding seas.
- Identify the characteristics of the four countries of the United Kingdom.
- Identify the characteristics of the four capital cities of the United Kingdom.

PLACE KNOWLEDGE

- Understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country.

HUMAN AND PHYSICAL GEOGRAPHY

- Identify seasonal weather patterns in the United Kingdom.
- Identify daily weather patterns in the United Kingdom.
- Locate the Equator, North and South Poles.
- Identify hot and cold areas of the world in relation to the Equator and North and South Poles.
- Use geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, globes and aerial images to identify the UK and its countries, as well as countries, continents and oceans studied at KS1.
- Use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.
- Use directional language (near and far, left and right) to describe the location of features and routes on a map.

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school and its grounds.
- Use simple fieldwork and observational skills to study the key physical and human features of their local area.

Key Stage 2 Pupils should be taught about:

LOCATIONAL KNOWLEDGE

- Name and locate counties and cities of the United Kingdom.
- Locate geographical regions of the United Kingdom and identify their human and physical characteristics.
- Name and locate key topographical features of the United Kingdom (including hills, mountains, coasts and rivers).
- Name and locate regional land-use patterns across the UK.
- Understand how some of the aspects of the geography of the UK have changed over time.
- Locate the world's countries, using maps.
- Name and locate countries within Europe (including Russia) and major cities.
- Identify the key physical and human characteristics of Europe.
- Name and locate countries within North America and major cities.
- Identify the key physical and human characteristics of North America.
- Name and locate countries within South America and major cities.
- Identify the key physical and human characteristics of South America.
- Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Use latitude and longitude to locate places.
- Identify the position of the Prime/Greenwich Meridian and different time zones.
- Use a map of time zones around the world to calculate the time of day in different places.

PLACE KNOWLEDGE

- Understand similarities and differences between the human and physical geography of a region of the United Kingdom and a region in a European country.
- Understand similarities and differences between the human and physical geography of a region of the United Kingdom and a region within North or South America.

HUMAN AND PHYSICAL GEOGRAPHY

- Describe and understand key aspects of mountains.
- Describe and understand key aspects of volcanoes.
- Describe and understand key aspects of earthquakes.
- Describe and understand key aspects of rivers.
- Describe and understand key aspects of the water cycle.

- Describe and understand key aspects of biomes and vegetation belts.
- Describe and understand key aspects of climate zones.
- Describe and understand key aspects of types of settlement and land use.
- Describe and understand key aspects of the distribution of natural resources (energy, food, minerals and water).
- Describe and understand key aspects of economic activity including trade links.

GEOGRAPHICAL ENQUIRY - SKILLS AND FIELDWORK

- Use fieldwork to observe measure and present the human and physical features in the local area (using a range of methods including sketch maps, plans and graphs, digital technologies).
- Use maps, atlases, globes and digital/computer mapping to locate and describe countries studied.
- Use the eight points of a compass.
- Use four-figure grid references to locate places within the UK on an Ordnance Survey map.
- Use six-figure grid references to locate places in the wider world on an Ordnance Survey map.

Inclusion

As teachers we must be aware of, and respond to, pupils' diverse learning needs, including those with English as an additional language, those with learning difficulties, and the Able, Gifted and Talented pupils. Teachers will identify gifted and talented, and SEN/EAL pupils.

All children will have access to Geography, therefore work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language, resources and artefacts used. When planning visits, physical abilities must be taken into account.

Any materials used or studies made, should avoid negative images of developing countries, of people of different cultural, national or religious backgrounds, or people with disabilities. Children should be taught to appreciate these commonalities and differences in people and cultures around the world.

Assessment

Teachers will make formative assessment of children's progress through the verbal and written work of each child. Most of this evidence comes from detailed topic portfolios. Each child's annual report to parents will summarise their progress and attainment in Geography.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Design and Technology through:

Claire Dinata	History and Geography Leader	<p>West Hampstead Curriculum Leader - Y1-3</p> <ul style="list-style-type: none"> • Work with the Head teacher and Curriculum Leader to improve the teaching, learning and assessment of the West Hampstead curriculum • Attend the half termly foundation subject leaders team meetings • Support the head teacher in leading foundation subject meetings • Mentor and support Y4,5,6 topic leader? • Responsible for keeping staff up to date with curriculum initiatives and developments, sharing and disseminating current thinking • Maintain an overview of standards, achievement and attainment in the foundation subjects throughout the school • Strategic overview of how the foundation subject leaders plan, allocate and monitor budget cost centres relevant to the subject • Monitor and support the ongoing implementation of a new West Hampstead Topic Curriculum. • Monitor how effectively trips and enrichment activities are used to support the West Hampstead Topic Curriculum. • Evaluate provision in the foundation subjects as part of ongoing school self-evaluation through the humanities subject SEF • Monitor and support topic displays for Y1,2,3 <p>Geography leader</p> <ul style="list-style-type: none"> • Lead and communicate the vision for the Geography curriculum • Develop geography skills within the implementation of the new West Hampstead curriculum • Ensure children have access to high quality extended learning opportunities in Geography
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23. History

Policy statement

History is about real people who lived, and real events from the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are valued in adult life.

Our Intent

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Throughout their journey, the children will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Our aims and objectives are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence through the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Our Implementation

Teaching and learning in History

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. History is taught through a topic-based curriculum and meets the requirements of the National Curriculum. We use a variety of teaching and learning styles in our history lessons and believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to and are able to use secondary sources such as books, photographs and ICT
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Early Years

History is taught as an integral part of the topic work through child-initiated and adult led activities. The children have the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. History makes a significant contribution to developing a child's understanding of the world through activities

such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect of history or a site dating from a period beyond 1066.
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history : early Islamic civilization, including a study of Baghdad c. AD 900.

Inclusion

The curriculum at school is designed to take account of the children's understanding of the English language and abilities as well as physical, emotional and intellectual development. Learning activities and experiences are differentiated to ensure that all children can participate to their full potential. When visiting an external site, risk-assessments and pre-

visits are carried out by members of staff and necessary access arrangements made. Consideration is given to all learning materials used in school.

Any resources used or studies made, avoid negative images of developing countries, of people of different cultural, national or religious backgrounds, or people with disabilities. Children are to appreciate these commonalities and differences in people and cultures around the world.

Assessment

Teachers will make formative assessment of children's progress through the verbal and written work evidenced in detailed topic portfolios. Each child's annual report to parents will summarise their progress and attainment in History.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in Design and Technology through:

Claire Dinata	History and Geography Leader	History leader <ul style="list-style-type: none">• Lead and communicate the vision for the History curriculum• Develop History skills within the implementation of the new West Hampstead curriculum• Ensure children have access to high quality extended learning opportunities in History.• Provide a range of learning experiences as part of Black History Month.
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24. Languages

Policy statement

The learning of a foreign language provides a valuable educational, social and cultural experience for West Hampstead pupils. They develop communication and literacy skills that lay the foundation for future language learning. Pupils develop linguistic competence, extend their knowledge of how language works and explore similarities and differences between French and English. Learning another language raises awareness of the multilingual and multicultural world and helps to introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides many opportunities for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Our Intent

Our intent is to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught is French, however we strive to provide children with opportunities to experience a range of other languages. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Our aims and objectives:

- To enable children to be able to communicate in the target language
- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable
- To stimulate and encourage children's curiosity about language
- To encourage children to be aware that language has structure and that the structure differs from one language to another
- To help children to develop awareness of cultural differences in other countries
- To develop children's speaking and listening skills

The children will be taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- speak, understand, read and write words, phrases and sentences
- understand basic grammar
- work in pairs and groups and communicate in French
- learn about life in other cultures

Our Implementation

At West Hampstead, the focus language for KS2 MFL is French.

- French is taught in line with the 'Framework for Languages' covering the three strands – Oracy, Literacy and Intercultural Understanding. We follow the Camden scheme of work.
- All KS2 children have language lessons organised within their curriculum across the academic year to ensure coverage.
- Lessons alternate between an oracy and a literacy focus, with intercultural understanding taught through appropriate topics.

The KS2 curriculum

West Hampstead School uses the Camden Scheme of work.

<u>Year 3</u>	<u>Year 4</u>
IU Focus – France	IU Focus – Quebec
<i>Salut! et au revoir</i>	<i>Où habites-tu?</i>
<i>Ca va?</i>	<i>En ville</i>
<i>Comment t'appelles-tu?</i>	<i>Toutes directions</i>
<i>Les couleurs</i>	<i>A l'école</i>
<i>Les nombres 1-12</i>	<i>Les objets de la classe</i>
<i>Quel âge as-tu?</i>	<i>Quelle heure est-il?</i>
<i>Les mois de l'année</i>	<i>Quel temps fait-il?</i>
<i>Les nombres 13-31</i>	<i>Les nombres 40-200</i>
<i>Quelle est la date de ton anniversaire?</i>	<i>L'Euro</i>
<i>Les jours de la semaine</i>	<i>Qu'est-ce que tu aimes?</i>
<i>Quelle est la date aujourd'hui?</i>	<i>Bon appétit!</i>

<i>As-tu un animal?</i> <i>As-tu des frères et des soeurs?</i>	<i>Les glaces</i> <i>Les passé-temps</i> <i>Quelle est ta matière préférée?</i> <i>Qu'est-ce que tu portes?</i>
Year 5 (consolidate and extend Yr 3) IU Focus – Morocco <i>Greetings</i> <i>Les nombres 1-12 et Quel âge as-tu ?</i> <i>As-tu des frères et des soeurs?</i> <i>Les couleurs et les animaux</i> <i>Les deux grenouilles</i> <i>Le corps</i> <i>Les nombres 13-31 and recap all topics</i> <i>Les mois de l'année et les fêtes</i> <i>Les jours de la semaine, word origins</i>	Year 6 (consolidate and extend Yr 4) IU Focus – Vietnam <i>Où habites-tu?</i> <i>En ville et Toutes directions</i> <i>A l'école</i> <i>Les nombres</i> <i>Quelle est ta matière préférée?</i> <i>Qu'est-ce que tu aimes manger?</i> <i>Les recettes et la nourriture de Vietnam</i> <i>Quel temps fait-il?</i> <i>Les passé-temps</i>

Teachers use the Camden LEA Scheme of Work to structure their lessons across the year, covering all of the Learning Objectives from the 'KS2 Framework for Languages'. A variety of resources, mainly the 'EarlyStart' programme, support this. West Hampstead staff use the Camden LEA methodology of mimes and actions to reinforce the learning of key words and sounds.

Assessment

At the end of each term, Class Teachers provide the co-ordinator with feedback on their topic coverage. At the end of the year, they assess which children are working above, at or below the expected level as outlined in the KS2 'Framework for Languages'.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in MFL through:

Lisa Gafa	MFL leader	MFL leader <ul style="list-style-type: none"> • Lead and communicate the vision for the MFL curriculum • Plan, allocate and monitor budget cost centres relevant to the subject • Responsible for organising and disseminating learning resources appropriate to the subject • Develop MFL skills within the implementation of the West Hampstead curriculum • Monitor and support staff in teaching high quality French lessons in Key Stage 2 • Maintain an overview of attainment and progress in MFL • Ensure children have access to high quality extended learning opportunities in MFL. Develop links with French speaking countries • Evaluate provision in MFL as part of ongoing school self-evaluation through the subject SEF
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25. Music

Policy statement

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Our Intent

Our intent is to provide children with a high-quality education in Music, which develops their appraising, historical knowledge, composing and performing skills. They will consistently be given opportunities to be critical and creative within music in order to develop their skills as young musicians.

Our aims and objectives:

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

EYFS – Development Matters

A child in EYFS should be taught to:

- enjoys joining in with dancing and ring games.
- sings a few familiar songs.
- beginning to move rhythmically.
- imitates movement in response to music.
- taps out simple repeated rhythms.
- explores and learns how sounds can be changed.
- begins to build a repertoire of songs and dances.
- explores the different sounds of instruments.

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Our Implementation

At West Hampstead we follow the Charanga scheme across all key stages. See next page.

Abigail Wells	Creativity leader	Creativity leader <ul style="list-style-type: none"> • Lead and communicate the vision for creativity in the curriculum • Strategic direction and communication of the vision for Music • Plan, allocate and monitor budget cost centres relevant to the subject • Monitor the quality of new West Hampstead curriculum in planning and pupils' work for Music • Responsible for organising and disseminating learning resources appropriate to the subjects • Ensure children have access to high quality extended learning opportunities in Music both in school and through trips. • Support the Deputy head in the organisation of International Evening • Build links with cultural organisations (The Place, Royal Opera House, Art/Fashion schools) to enrich creativity in the school • Evaluate creativity as part of ongoing school self-evaluation through the subject SEF • Support creative development in the EYFS
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Music Overview 2020-21

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Nursery</i>	Continuous provision					
<i>Reception</i>	Continuous provision – supported by Nursery Rhyme and Action songs resources – Charanga				Big Bear Funk Charanga	
<i>Year 1</i>	Hey you Charanga (rap)	The rhythm in the way you walk Charanga (rap) Xmas show songs	The Magic of Mozart – classical instruments Orchestra of the Age of Enlightenment		Carnival of the Animals (Classical Youtube) In the groove Charanga (different styles inc funk, blues)	Round and round Charanga (Latin American)
<i>Year 2</i>	Hands, feet, heart Charanga (South African)	Ho, ho, ho Charanga (voice) Xmas show songs	The Magic of Mozart – classical instruments Orchestra of the Age of Enlightenment		I wanna play in a band Charanga (rock)	Zootime Charanga (reggae)
<i>Year 3</i>	Let your spirit fly Charanga (RnB)	Glockenspiel Charanga (instrumental) Xmas show songs	Three Little Birds Charanga (voice – reggae)	Dragon Song Charanga (voice – world)	Bring us together Charanga (voice/instrument)	Reflect, rewind, replay Charanga (classical)
<i>Year 4</i>	Mamma Mia Charanga (pop)	Voice Xmas show songs	Recorder Camden Music		Recorder Camden Music	
<i>Year 5</i>	Recorder Camden Music		Dancing in the Street Charanga (pop/motown)		Brass Camden Music	
<i>Year 6</i>	Brass Camden Music		Brass Camden Music		Music and Me Charanga (various contemporary artists)	Voice End of year show

26. Physical Education (PE)

Policy statement

At West Hampstead we believe that this balance and range of opportunity underpins everything we plan and deliver. Since the beginning of the human species there has always been a need to move and be active but as time has gone by, and technological advances have been made, there has been an increase in sedentary lifestyles and the associated health problems. There is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

Our Intent

At our school we recognise the importance of being fit and agile and the effect it has on a child's health and wellbeing, their ability to learn effectively and achieve in school. As a healthy school we want to promote participation in sport and physical activity and believe we have an important role in partnership with the family and wider community in promoting physical activity and a healthy lifestyle. Information on our PE curriculum, extra-curricular activities and how we use our Schools Sports Premium Funding can be found on our website. We also aim to increase enjoyment and participation in sport and physical activity for all pupils.

The Aim of the Policy

- To show how we promote fitness and a healthy lifestyle and how we provide a broad range of physical activity opportunities through PE lessons, sporting competitions, recreation and games.
- To give guidance to staff about their role in promoting physical activity.
- To give information to parents and carers about what is taught and how they can support the policy.
- To show how the school meets national guidelines for physical activity, including PE and sport.

The brain goes through a crucial development period in the first years of life and this can have a long-lasting influence on children and young people's future interests. Physical activity programs that are fun, inclusive, educational, age and skill level appropriate help ensure early positive interest in physical activity and an increased likelihood of staying active throughout life.

Our aims and objectives:

- To provide pupils with the best possible physical activity opportunities and experiences for all pupils, both in and outside of the curriculum and throughout the school day, so as to encourage lifelong healthy lifestyles and a positive attitude to physical activity.
- At key stages 1 and 2:
 - To provide a planned programme of at least one high quality PE lesson per week in the curriculum for all pupils. We will offer the option to increase the time being physically active through a wide variety of opportunities such as taking part in physical activities at lunchtime and after school. This will give all pupils from years 1-6 the option to be physically active each day.
- To provide a range of opportunities for all pupils to participate in intra- School sport through the delivery of a house program of activities. We will also aim to increase opportunities for as many children as possible to participate in inter-school sporting competitions and experience a range of sports. We have participated in a wide range of sporting activities organised by Camden Schools Sports association since January 2017.

- To provide a supportive environment for enjoyable participation in a wide variety of physical activities. We do not believe in a culture where winning takes over and creates an environment where children leave competitions feeling like a failure, and eventually drop out of participation due to their unpleasant experiences. Staff, as coaches, must model good behaviour and be supportive of all pupils. We do not expect to see staff screaming and shouting from sidelines or chastising children for making mistakes when participating. It is essential for pupils to have the freedom to express themselves when participating in competitions. Teachers/coaches must accept that we prepare children for participation with the understanding that making mistakes is part of the valuable learning process which can only help them/us in the future when lessons are learnt and guidance is given. Teachers/coaches must be willing to step back and watch what is happening in an effort to identify strengths and limitations which can be worked on during future lessons/training. This can be summed up by a 'let them play' philosophy, where the emphasis is on the pupils participating and achieving through their own success and failures whilst being guided positively by staff.
- To provide appropriate resources and facilities
- To enable pupils to understand how to keep themselves physically healthy and make informed decisions about participating in physical activity
- To identify specific groups/individuals with high need and adapt provision accordingly

Links to other policies

This policy should be read in conjunction with these related policies; Health and Safety, Behaviour, Safeguarding, Equality and Teaching and Learning.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

Our Implementation

Responsibility for physical activity

Shaun Purcell (PE subject leader) has overall responsibility for physical activity and the development, monitoring and review of the provision of physical activity. Their role includes: ensuring annual health and safety checks of all PE equipment are carried out, supporting and training staff (if and when appropriate), liaising with external agencies to support the curriculum, developing, monitoring and reviewing the policy, and coordination of intra- and inter school sporting competitions.

Samuel Drake (Head Teacher) has responsibility for ensuring effective delivery and leadership and management of PE. He will also ensure the effective monitoring and evaluation of the subject.

Shaun Purcell alongside the caretaker has responsibility to ensure annual health and safety checks of all PE equipment are carried out.

All staff should be aware of the policy and consider how they can support it and staff who provide PE and physical activity should ensure that safe and effective procedures are adopted in all physical activities.

External providers

To increase opportunities and numbers participating in extra curricula sport we hire 2-3 sports coaches at lunchtime to complement the work of the PE teacher in delivering sport and physical activities. We also look for opportunities to be involved with outreach programmes such as Arsenal FC community programme and Middlesex Chance to shine cricket programme. All visitors are expected to work within the framework of this policy and the Camden protocol for involving outside visitors. All visitors/coaches are expected to have an up to date CRB/DBS and provide this with photographic I.D (passport/driving licence) on arrival for their first coaching session. All coaches must sign in at reception and wear a red visitor's lanyard.

This policy is made available to visitors and we ask them to consider the following questions in preparation for their visit:

Does the visitor understand the school's physical activity policy?

What will they offer that the teachers cannot?

How will the visitor's sessions be integrated into the PE programme?

What role will teachers take during the session?

How will the session be followed up?

How will the sessions be evaluated and pupil progress assessed?

Health and Safety

We recognise that participation in physical activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. We follow the advice contained in the AfPE (Association for PE) publication 'Safe Practice in Physical Education and Sport' 2016.

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

Staff also consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any activity

We undertake an annual risk assessment of the school premises and equipment including PE equipment as necessary.

Risk assessments are carried out for school sporting trips.

Curriculum

PE

All children from Year 1 to Year 6 have at least one lesson of PE a week during curriculum time. Reception and nursery have a 20-30 minute slot each week. The curriculum covers the programme of study for PE in the national curriculum and pupils develop physical skills as well as learn about fitness, cooperation and fair play. Pupils' are assessed to ensure progress is made and end of key stage expectations are met by all children. Summative assessments are then reported to parents on an annual basis. Methods/criteria for assessment is currently being reviewed so that pupils are more aware of what they have to do to make progress.

Activities taught at West Hampstead

- Dance
- Gymnastics
- Games (fundamental skills)
- Games (rounders, tennis, cricket, football, basketball, dodgeball)
- Outdoor and adventurous – currently covered during the Kingswood residential trip.
- Athletics

Participation in PE

- A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- Our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and PE lessons will be suitably differentiated in order to support and challenge pupils.
- Staff ensure that pupils of all abilities are able to access the PE curriculum by providing alternative, or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
- Pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing. Students should change into suitable footwear. Parental notes should be provided if a child is excluded for any short or long term health reason.

Facilities available for physical activity

On-site facilities include:

- Halls – climbing frames, gymnastics mats, balance benches, box, springboards.
- Playgrounds (KS1 and KS2 separate playgrounds) – to be used during the day for play times, lunch times and PE, both in and out of school hours
- Astro turf is used for break/lunchtime activities and curriculum activities
- MUGA is used for break/lunchtime activities and curriculum activities
- Hampstead School swimming pool is used for Year 3-4 pupils during the school day

Clothing to be worn during physical activity (before, during and after school)

We ask that all pupils change for PE and wear appropriate clothing that includes:

- *White t-shirt (long sleeve tops are permitted to be worn underneath and encouraged during winter months)*
- *Green shorts (leggings underneath are permitted)*
- *Trainers*

West Hampstead School jumper can be worn on top of the t-shirt during autumn/winter months

Only in exceptional circumstances will we provide spare kit for pupils who forget their PE kit.

Physical activity outside of the curriculum

In addition to PE, there are a range of opportunities for physical activity throughout the school day.

Extra-curricular activities and clubs

A range of after school clubs are available to pupils some paid for and some offered free of charge by the PE teacher. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. We have begun to analyse the attendance at clubs and will use this information to target pupils or groups to attend where we think it is appropriate to encourage participation. Should there be any groups that are under-represented we will consult to find out what the barriers are to attendance and work to remove them. West Hampstead is fully involved in Camden School Sports Association (CSSA) and Camden School sports competitions throughout the year. The aim each year is to give all pupils in years 3-6 at least one (and often more) opportunities to attend a competition. We support the work of our local community centre (sidings) through promoting the activities they offer to our children. We also have a work with Arsenal FC and Middlesex Cricket to offer extra opportunities for our children to participate. We are also supported by Cumberland Tennis club who offer a number of our children bursaries each year for 12 months free coaching.

Active Travel to and from school

We encourage pupils and parents to walk, cycle or scoot to school and regularly promote walk to school or wheels to schools events. Safe storage facilities for bikes and scooters are provided to further promote active travel. We have a travel plan which is reviewed on an annual basis to identify where improvement planning can be undertaken. Where appropriate we will walk to venues for school trips or events to promote active travel. We provide road safety training in Key Stage 1 and 2 and cycle proficiency training for Year 6.

Active playtimes

We have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. Pupils are trained as playground leaders and sports leaders annually to further support physically active playtimes.

Sports Day

We organise an annual Sports Day event at the end of the summer term. Parents and carers are actively involved in the day. We have a wide range of sporting competitions on the day to encourage participation from all pupils.

Involving parents and carers

We recognize the important part parents and carers play in encouraging children to participate in physical activity. Information about physical activities and sporting competitions organised by the school and opportunities in the local area are given to parents and carers through the school website, newsletters and notice boards.

Monitoring and evaluation of physical activity

The PE subject leader or senior manager with responsibility for monitoring is responsible for the overall monitoring of the quality of physical activity provision.

We monitor PE in the curriculum through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how it is being delivered and can be further improved. ICT is used to support observations and support planning to further improve work.

Physical Education is monitored and evaluated through:

- Lesson observations
- Video evidence
- Annual PE subject review
- Monitoring of lesson planning
- Monitoring of equipment
- Feedback from staff
- Feedback from governor curriculum group
- Children questionnaires
- Parent and carer questionnaires
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Annual PE survey (organised by Camden LA)
- Pupil achievement in sporting competitions

When external providers are used to deliver physical activity we will ensure there is a procedure to ensure that high quality lessons are delivered consistently.

Assessment

In Nursery/Reception an individual assessment sheet is used for each child to highlight success and further areas for development alongside advice for parents of how children could develop further.

In Years 1-6 the children are assessed at the end of each half term against expected activity outcomes which is age matched for the appropriate stage of development. The information collated from these assessments is used to update target tracker for School reports.

Equal opportunities and inclusion

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of physical activity. For pupils with disabilities or health conditions we will adapt activities to suit their individual needs. Where appropriate this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity or setting a challenge appropriate to their skill level.

Pupils who do not participate in physical activity on a regular and consistent basis will be encouraged to be involved through discussion with them and their parent or carer.

Training and support for staff

We ensure relevant staff access high quality professional development annually on PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. We participate

in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of physical activity as appropriate to their role.

Dissemination of the policy

The policy is available to parents and carers and pupils via the school prospectus and school website. The full policy is available to parents and carers and pupils on request.

Copies of the full policy are in the staff handbook, the Governors' handbook and Policy reference file, in the school office.

Any outside contributors involved in physical activity receive a copy prior to teaching.

Management arrangements

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in MFL through:

Shaun Purcell	PE teacher	PE leader <ul style="list-style-type: none"> • Strategic direction and communication of the vision for PE • Designated Primary Link Teacher • Plan, allocate and monitor budget cost centres relevant to the subject • Co-ordination of sports coaches, develop sport at lunchtime • Organise swimming at Hampstead school and swimming coaches • Liaise with Camden for the competitions and extended PE opportunities • Develop PE within the curriculum review in line with the new primary national curriculum • Lead on after school PE clubs • Lead the school sports days • Support physical development in the EYFS • Lead the sports leaders • Maintain an overview of attainment and progress in PE throughout the school • Evaluate provision in PE as part of ongoing school self evaluation through the PE subject SEF
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27. Personal, Social, Health and Economic Education (PSHE)

Curriculum statement

PSHE gives children knowledge, understanding, and skills and helps them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. It helps them manage feelings, learn about how to be healthy and safe and understand about relationships. It covers physical health, emotional health and wellbeing, drug education (including medicines, alcohol, tobacco, volatile substances and illegal drugs), sex and relationship education, citizenship, anti-bullying, safety (including online safety and anti-bullying), personal finance education, careers and the environment.

Citizenship education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children explore and develop attitudes and values to become informed, active and responsible citizens. It also develop political literacy and explore social and moral issues, distinguish right from wrong and to make a positive contribution to their local, national and global communities.

It covers rights and respect for rights, democracy, pupil participation in school life, the rule of law, respecting difference and local and global communities and how to prevent prejudice and discrimination. Citizenship is a natural place for many of the current requirements around SMSC, British Values, Safeguarding and the Prevent Duty.

Our aims and objectives:

Why teach PSHE and citizenship?

We believe that our work on PSHE and Citizenship contributes to our school being a healthy school by enabling children to :-

- Make choices to live healthy lives
- Stay safe
- Develop self-esteem and confidence
- Make a positive contribution
- Respect one another
- Make and maintain positive relationships

Our PSHE and Citizenship curriculum enables us to fulfil our statutory duties to:

- provide a broad and balanced curriculum
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society
- promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- promote pupil wellbeing and community cohesion
- safeguard pupils
- meet the Public Sector Equality Duty to eliminate discrimination and advance equality

Purpose of the policy

- Demonstrates to the school community the importance of PSHE and citizenship
- Gives information about how it is provided in school and what is taught
- Provides guidance to staff about the content, organisation and teaching of PSHE and citizenship
- Gives information about how parents and carers can support PSHE and Citizenship
- Sets out how PSHE and Citizenship contributes to the school meeting its statutory duties

Links to other policies

This Policy should be read alongside other related policies:

- Behaviour,
- Anti-bullying (this can be included within the behaviour policy),
- Food policy
- Drug, alcohol and tobacco education and the management of drug-related incidents, Relationships and Sex Education (RSE),
- Child Protection and Safeguarding,
- Teaching and Learning,
- Online safety

- Equality.

The DfE guidance September 2013 on PSHE Education states that “it is an important and necessary part of all pupils’ education. All schools should teach PSHE Education, drawing on good practice”. It is expected that all schools make provision for PSHE Education.”

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

Policy development

When developing the policy we took account of:

- Camden’s example policy (November 2018)
- Ofsted Inspection framework with particular reference to safeguarding and the judgement on personal development, behaviour and welfare (Ofsted September 2016)
- PSHE Association Programme of Study 2017
- Providing fundamental British values as part of SMSC in schools, (DfE November 2014)
- PSHE Education; a review of impact of effective practice, (DfE, March 2015)
- Keeping Children Safe in Education September 2018

Our Intent

Aims of PSHE and Citizenship

PSHE and citizenship is underpinned by our school’s values

Our PSHE and Citizenship programme is based on the 3 themes from the new Camden suggested Scheme of Work

- *Health and Wellbeing*
- *Living in the Wider World*
- *Relationships*

We want pupils to gain knowledge and information, explore attitudes and values and develop skills to help them live healthy, safe, fulfilling and responsible lives.

In particular the outcomes of our PSHE and Citizenship scheme of work aim to help our pupils:

- Build resilience and maintain positive mental health
- Understand and manage their emotions
- Make and maintain effective and healthy relationships
- Value and respect themselves and others
- Get on with one another and not to bully others
- Respect equality and diversity and be sensitive to the needs of others
- Understand and respect different religious, ethnic and gender identities
- Accept and respect people’s different faiths and beliefs
- Understand the importance of rights and respect for rights
- Respect democracy
- Contribute positively to the school, local community and local environment
- Be responsible for their behaviour
- Feel confident about themselves and their abilities and be positive about learning

- Make informed decisions that lead to a healthy lifestyle
- Deal with problems positively and know where to get help
- Be able to resist negative pressure
- Be assertive and not put themselves at risk
- Keep themselves and others safe, both on-line and off-line
- Know the importance of managing money
- Have high aspirations for their future careers

Early Year and Foundation Stage (EYFS)

PSHE and Citizenship in Key Stage 1 builds on children's prior experiences in the EYFS where teaching and learning are cross-curricular taking a holistic view of the child's needs.

PSHE and Citizenship links most directly to these 3 areas of learning and development within the Foundation Stage:

1. *Personal, social and emotional development* which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
2. *Physical development* which involves providing opportunities for young children to be active, interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
3. *Understanding the world*, which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Content of the PSHE and citizenship curriculum

Where relevant we may use health and wellbeing data to inform us about priorities for the school and the views of staff, parents and pupils.

Our PSHE and citizenship curriculum builds on the statutory content in the national curriculum covering

- Drug education
- Financial literacy
- Relationships and Sex education
- Physical activity
- Food and nutrition

We have a scheme of work for PSHE and citizenship which covers key topics

- **Healthy lifestyles**
- Emotional health and resilience
- Anti-bullying and prejudice-based language (including Homophobic, Biphobic and Transphobic)
- Stereotyping, prejudice and discrimination
- Equality and diversity
- Relationships and sex education (RSE)
- Safety including online safety
- Drugs, alcohol and tobacco education including shisha
- Democracy and the rule of law

- Being an active citizen in school and the community
- Rights and respect for rights
- Looking after the environment
- Personal finance
- Careers and the world of work
- Enterprise

These topics are explored at different levels as relevant to different years.

Our scheme of work is based on the Camden Scheme of work, which we have adapted to reflect the needs of children at the school.

Our Implementation

Where it is taught

PSHE and Citizenship is taught through a range of planned opportunities across the curriculum, a weekly lesson and/or a weekly circle time.

This is supported and enhanced through opportunities throughout the school that are a valuable contribution which support children's personal and social development e.g. Black History Month, Disability Awareness Week.

PSHE and citizenship is also covered by other subjects

- **Science and PE**-healthy lifestyles
- **Drama and literacy**- using stories to consider issues related to relationships and health, as well as discussions about topical issues
- **RE** includes many aspects related to relationships, families and different faiths and beliefs
- **Maths**-financial capability
- **Geography**-citizenship work about different communities and looking after the environment
- **ICT**-online and using databases to collate information about different opinions
- **Cooking and nutrition** – diet for a healthy lifestyle

How it is taught

All class teachers teach PSHE and Citizenship and where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education

All visitors are expected to work within the framework of this PSHE and Citizenship policy and the Camden protocol for involving outside visitors. We make the PSHE and Citizenship policy available to visitors and ask them to consider the following questions in preparation:

- What will they offer that the teachers cannot?
- How can the visitor's sessions be integrated into the PSHE and Citizenship programme, rather than a one off?
- What role will teachers play in the classroom?
- How will the sessions be evaluated?

Teaching methods

Teachers have the same high expectations of pupils learning in PSHE and citizenship as they would in any other subject and in addition we ensure that:

- When starting a new topic we find out children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others and respect different beliefs and views, to research and evaluate information and make informed decisions.

- Through PSHE teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values
- We set ground rules, particularly when teaching sensitive topics such as RE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, and opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes eg disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background
- We set ground rules, particularly when teaching sensitive topics such as SRE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs
- In Key Stage 2 classes we have an anonymous question box for pupils to raise questions that they may not feel comfortable about raising in class
- We will always seek to answer children's' questions, taking account of their age and maturity and the appropriateness of the question.

Safeguarding and child protection

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and can't be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk they will follow the school's child protection procedures.

Assessing pupils' progress

We recognise the importance of effective assessment of learning in PSHE and citizenship and use it to inform planning and consolidate or accelerate learning where appropriate. Assessment can also be used to identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support. In PSHE and Citizenship we assess

- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils' feelings and attitudes have been influenced and changed

Monitoring and evaluation

Monitoring

We monitor PSHE and citizenship through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how PSHE and citizenship is being delivered and can be further improved.

The PSHE Co-ordinator or senior manager with responsibility for monitoring, is responsible for the overall monitoring of the quality of PSHE and Citizenship which includes:

- Looking at a sample of pupils' work
- Looking at curriculum plans/weekly/mid term and termly plans
- Teachers making regular comments on the scheme of work/lesson plans
- Feedback from PSHE and Citizenship co-ordinator, class teachers and pupils about what has been covered
- Discussions at staff meetings

- Discussions at governor curriculum meetings
- Learning walks

Evaluation

We plan opportunities to regularly evaluate PSHE and citizenship.

Pupils participate in a range of activities including:

- Questions and participatory activities at the end of lessons or units of work eg to find out pupils' views about particular activities/resources/lessons
- Questionnaires at the end of some units or as part of an end of year review of PSHE
- Feedback forms/discussions about particular aspects of the teaching eg outside visitors, Theatre in Education, peer education
- Key Stage 2 pupils complete an annual 'Satisfaction Survey', which covers aspects of PSHE and Citizenship
- School council review PSHE and citizenship

Teachers

- Have discussions in staff meetings

Opportunities to promote PSHE and Citizenship throughout the school

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE and citizenship throughout the whole school. We develop pupils' -

1. *Confidence, responsibility and making the most of their abilities* through positive rewards systems, target setting and class responsibilities
2. *Role as active citizens* through school council, playground friends, community projects, buddy systems, peer mentoring, developing class rules/charters, charity work and consultation on school improvement plan and policies, mock elections, debates, pupil questionnaires
3. *Healthy and safer lifestyles* through the promotion of Walk to School week, Mini Health Champions, Race2Health, lunch time clubs, playground games
4. *Good relationships and respect for differences* between people by celebrating different families, cultures and communities. Following the Golden Model behaviour system.
5. *Promote mental health and well-being* through the Zones of Regulation.

Training and support for staff

Our aim is that teachers are confident to teach all aspects of PSHE, including SRE and other sensitive issues, and we ensure staff access high quality professional development annually on PSHE and Citizenship to keep them updated on relevant issues and to ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of PSHE and Citizenship. Our PSHE Coordinator/Subject Lead attends Camden wide PSHE training and networks.

Working with parents/carers

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE and Citizenship through consultation and where appropriate specific input to the curriculum.

We also offer resources and information for parents and carers to support their children in aspects of PSHE and citizenship eg online safety, drug education, healthy eating and organise meeting for parents on SRE and workshops on online safety.

28. Relationships and sex education (RSE) and health education

Curriculum statement

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families for caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

Purpose of the Policy

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to promote well being (Children Act 2004), prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006), meet the school's safeguarding obligations, comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

Development of the school Policy

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Camden's example policy November 2019
- Equality Act 2010 and the Public Sector Duty

Links to other policies

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and Online safety policy.

Our provision of Relationships Education is part of our approach to supporting the health and wellbeing of children and our commitment to being recognised as a healthy school.

Why teach Relationships Education at primary school?

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults.

We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour.

Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate and parents do not have the right to withdraw them.

Aims and Values

Values promoted through Relationships Education

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values*. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in West Hampstead to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our school which include

- **Respect for self and others**
- **Kindness and consideration for others**
- **Commitment, trust and love within relationships**
- **Promoting equality and respecting rights and responsibilities in relationships**
- **Respecting and celebrating difference and diversity**
- **Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, gender and gender reassignment****
- **Promoting gender equality, challenging gender stereotypes and inequality**
- **Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children**
- **Everyone has the right to a healthy and safe relationship**

* democracy, individual liberty, the rule of law and mutual respect and tolerance

**protected characteristics as enshrined in law through the Equality Act 2010

Aims for Relationships Education

Our Relationships Education programme aims to help children

- Develop the confidence to talk about relationships
- Develop the skills to make and maintain healthy and respectful friendships and family relationships
- Recognise unhealthy or unsafe relationships, including friendships (and online), within the family and with known or unknown adults
- Recognise the differences between appropriate and inappropriate or unsafe contact; physical or otherwise, and to know how to report it and get help.
- Understand the importance of respecting others even when they are different from them

- Understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children
- Challenge and prevent discrimination based on difference eg race, religion, gender, gender identity, disability or sexual orientation
- Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to prevent it and report it
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know how to be safe online and behave respectfully and appropriately
- Know where and how to seek information and advice when they need help

Implementation

Content and Organisation of Relationships Education

Where is Relationships Education taught?

Relationships Education will be taught through a planned programme of PSHE and Citizenship taught as timetabled lessons in all years. Sometimes this may be organised as blocks of teaching eg teaching about preventing bullying to coincide with anti-bullying week or integrated into topics such as Me and My family, Keeping Safe and Online Safety.

What is taught in Relationships Education?

Our Relationships Education programme

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see appendix 1)
- We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

Teaching about difference and diversity

The Government guidance “expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”. We will not have specific LGBT lessons but through our teaching will help children to understand the society in which they are living and growing up in, as well as be respectful of others and difference.

This will mean that when pupils learn about families, we will include families with two mums and two dads and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

In Year 1

In Year 1 children talk about their children’s families to understand that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads

From Year 2

We introduce the idea that other people’s families may not be the same as our own, but that is ok and that even though they are different their love and care for one another is what is important and that we respect one another’s’ differences. Children talk about their own family structures which might include families with one parent, with parents who are married, with parents that are not married, families with parents who are divorced where children might have parents and step parents, families where children are living with relatives such as aunts and grandmothers.

Teachers introduce a range of family structures to reflect the diversity within the school and within the community such as families where children are fostered and adopted and families where there are two mums and two dads.

The diversity of families is included when children cover the topic of families in Key Stage 2.

Teaching about different relationships

In Year 6 pupils learn that there are different types of romantic relationships, and that these can be between couples of the same and different sex. They learn a basic meaning of the words heterosexual, gay and lesbian.

Teaching about preventing bullying and discriminatory language

We do not tolerate any type of bullying or discriminatory language, including using the word lesbian, gay, bisexual or transgender in an insulting or derogatory way. The Equality Act 2010 requires schools to prevent all types of discrimination.

When we teach about bullying, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, gender, gender reassignment and sexual orientation. They also learn what homophobic, biphobic and transphobic bullying mean.

Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause prejudice and discrimination and mental health problems and what we can do to prevent this happening.

How is Relationships Education taught?

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships (between opposite and same sex couples), and that caring and loving relationships are at the heart of happy and secure family life.
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We may also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their gender, race, religion, ability, disability and family structure

- Teachers do not discuss details of their personal relationships with pupils

Answering children's questions

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Who teaches Relationships Education?

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved eg a Theatre Company during anti-bullying week

If visitors are involved in Relationships Education, we will

- Ensure their contribution is integrated into our scheme of work
- Provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it
- Ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management
- Follow up the learning in later lessons

Sex Education and the right to withdraw children

In this school we teach some sex education that is in addition to the science national curriculum and sex education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is taught in Year 6, usually by the class teacher.

Right to withdraw children from sex education

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However we understand that some parents may want to educate their children about these aspects of sex education and parents have the right to request that their child is withdrawn from any or all parts of sex education.

If a parent wishes to withdraw their child from the sex education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about sex education. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to a member of SLT about the resources to support this.

Science National Curriculum

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education; growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. See Appendix 1. Parents do not have the right to withdraw from Science.

Health Education and Puberty

All primary schools are required to teach statutory Health Education that includes teaching about puberty. We begin teaching about puberty in Year 4 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty. We continue in Year 5 with more detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6.

How is sex education, biological aspects of science and puberty taught?

These are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

When we teach the biological aspects of science, puberty (Year 5 and 6) and sex education (Year 6) we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

Involving pupils

To ensure that the Relationships Education programme meets the needs of pupils, the PSHE Coordinator involves the school council in reviewing and evaluating the programme each year.

The PSHE Coordinator also gathers feedback from teachers about pupils' engagement in the curriculum.

Confidentiality, safeguarding and child protection

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Assessing Relationships Education

Pupils' progress in learning in Relationships Education is assessed as part of the assessment in PSHE and citizenship.

Monitoring and evaluating Relationships Education

The PSHE Coordinator monitors teachers' planning to ensure Relationships Education is being taught.

Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review of PSHE and Citizenship. There are discussions with staff about the impact of the curriculum on pupil's learning and their engagement in the learning and the school council are involved in giving feedback about the PSHE curriculum.

Training for Staff

It is important that Relationships Education and Sex Education are taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Health and Wellbeing Team and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

Engaging and Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used and particularly consult parents before Year 6 about what will be taught in sex education and the resources that will be used..

We will take every opportunity to inform and involve parents and carers by

- Consulting with parents when developing the Relationships Education policy and when it is reviewed
- Publishing the Relationships Education policy on the school website
- Including a summary of the content and organisation of Relationships Education and Sex Education in the school prospectus/information
- Providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a workshop to find out about the Relationships Education and Sex Education programmes
- Inviting Year 5 and 6 parents to a meeting about what will be taught in relationships education, science and sex education and include tips for talking to their children about relationships education and sex education

Disseminating the policy

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus/information. Copies are supplied to visitors who are involved in delivering relationships education or sex education.

The policy will be reviewed every 2 years and parents and carers will be informed through the newsletter and school website.

Appendix 1

Sex Education in National Curriculum Science

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3

No content linked to SRE

Year 4 No content linked to SRE

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

- Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

No content linked to SRE

Appendix 2

Statutory content for Relationships Education

Topic	By the end of Primary, pupils should know
Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

	<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>*marriage including both opposite sex and same sex couples</p>
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.

	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

Appendix 3

Statutory content for Health Education (relevant to Relationships Education and Sex Education)

Topic	By the end of Primary, pupils should know
Changing adolescent body	<ul style="list-style-type: none">key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changesabout menstrual wellbeing including the key facts about the menstrual cycle.

ROLE OF SUBJECT LEADER

The Subject Leaders are responsible for improving the standards of teaching and learning in PSHE through:

Aaron Roberts	PSHE and Citizenship leader RSE Leader Healthy Schools award	PSHE and Citizenship, RSE Leader <ul style="list-style-type: none">Attend half termly Wellbeing team meetingsIntroduce, embed and review new Camden PSHE curriculumResponsible for organising and disseminating learning resources appropriate to the subjectLink with deputy head to review PSHE as part of the healthy schools award application processMonitor teaching and learning in weekly PSHE lessons and in books Healthy Schools award <ul style="list-style-type: none">Link with the Deputy head to work towards attaining Silver healthy schools award – set up a clear action planEstablish a working party looking at healthy schools – PE, Deputy head, Cookery Mental Health <ul style="list-style-type: none">Work alongside Wellbeing team to meet wellbeing action plan objectives (TBC)Support Deputy Head to embed Zone of Regulation
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29. Religious Education

Curriculum statement

Religious Education is an important part of a broad, balanced, coherent and relevant curriculum. Through our RE curriculum we provide opportunities for children to develop their knowledge and understanding of world religions. This policy is written to set out our schools approach to religious education and highlights the importance of the subject in pupils' education. It provides information on what is taught and how it is taught, giving guidance to staff and outside agencies supporting Religious Education.

Our Intent

We believe that RE has an important role to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. It provides a positive context in which the diversity of cultures, beliefs and values in society can be celebrated and explored. RE provides an opportunity to promote an ethos of respect for others. Lessons ensure that our children grow to become tolerant and respectful citizens, who appreciate that everybody has their own set of beliefs and values and that these may differ from their own.

- We believe that:

All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive society

- We create an inclusive learning environment where all pupils know about, respect and value differences and opinions.

Aim to ensure that all pupils:

- have opportunities to access challenging RE through a wide range of key questions.
- through an enquiry based approach- not only learn knowledge but crucially develop an understanding of the world of religion and how beliefs impact on daily lives.
- learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ’.*
- participate positively in our society with its diverse religions and worldviews’.*

Aims of Religious Education

The following aims of religious education reflect a broad consensus about the subject’s educational rationale and purpose. Religious Education should help pupils to

- obtain and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain (i.e. Islam, Judaism, Buddhism, Hinduism and Sikhism) and other religious and non-religious world views
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- enhance their spiritual, moral, cultural and social development by
 - developing awareness of the fundamental questions of life raised by human experiences and of how religious teachings can relate to them,
 - responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience,
 - reflecting on their own beliefs, values and experiences in the light of their study.
- develop a positive attitude towards other people regardless of their gender, race, religion, physical or sensory disability
- help to develop the skills to live harmoniously within a diverse society
- respect the right of people to hold beliefs which are different from their own
- help pupils to prepare for the opportunities, responsibilities and experiences of modern life
- contribute towards achieving the five national outcomes for children as laid down in the every child matters document

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

The Education Reform Act (1988) states that Religious Education

- should promote the ‘spiritual, moral, cultural, mental and physical development of pupils’
- should ‘prepare pupils for opportunities, responsibilities and experiences for adult life’

- should 'reflect that the religious traditions in Great Britain are in the main Christian, while taking into account of teachings and practices of the other principal religions'

According to Camden's Agreed Syllabus, KS1 should focus on Christianity, Judaism, Islam for the core content, whilst in KS2 the core content focuses on Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism. Additional material could be used as appropriate to the family background of pupils in the class/school.

N.B. Children can be withdrawn from RE lessons at the request of their parent/guardian (details in DFE Circular 1/94, par.44) but parents should be aware of the diversity of teaching over the school year. Any such parents should be advised to speak to the Head teacher, who will inform the R.E. Co-ordinator.

Our Implementation

The Scheme of Work followed at West Hampstead is from Discovery R.E.

Activities for R.E. should offer the pupils opportunities both for explicit and implicit religious contribution to fundamental questions of being, moral and ethical standards, as well as to develop their own response to such matters.

Teachers should help pupils to develop their awareness of the place of religion in human life by enabling them to understand that some ideas and practices are characteristic of most religions. These would include 'belief', 'festival', 'community', 'worship', 'morality' and 'service to others'. It is important that this is taught in such a way that pupils maintain a coherent understanding of each faith and know what is distinctive of individual religions.

By the end of KS2 at West Hampstead School, the children will acquire and develop knowledge and understanding of religion through;

- encountering and learning names of places, buildings, objects and artefacts
- learning about religious ideas and practices, such as celebrations and festivals
- stories and symbols and their meanings
- meeting people from religious communities, in school and on visits

The children will enhance their own spiritual and moral development through

- religious traditions and comparison with their own lives
- stories which focus on values, relationships or religious teachings and considering their relevance to their own lives
- exploring the sense of belonging to a community
- exploring the differences between right and wrong and the nature of individual responsibility
- expressing ideas and feelings in the forms of Art, Music, Drama, PSHE, silence, etc.

The children will develop positive attitudes towards other people and their right to hold different beliefs by

- developing confidence to express their own views and beliefs which may depend on their own religious and cultural background
- enjoying stories from different religious traditions
- recognising and respecting the right to hold different views and beliefs
- seeing diversity of religion as positive rather than threatening.

Resources

There are artefacts for the main religious practices in the school community - Christianity, Islam, Judaism (the 3 monotheistic religions) and Sikhism, Hinduism, Buddhism and other boxes for particular celebrations including Christmas, Easter, Harvest, Succot, Passover, Chinese New Year, Divali.

Each year group shares resources for the religions/topics covered over three terms. These are kept in the classroom and resources area to facilitate planning and coverage.

Central resources located in the resource room at the back of the staff room.

There are poster packs, sets of story books and information books and children's work to be used as teaching resources. There are teacher resource books and pamphlets on many aspects of R.E.

The Discovery RE overview for each year group is saved on the school system which is available for all teachers to access and activity sheets are available for teachers to print of directly.

Teachers need to use the community for resources too, e.g. visits to places of worship and visits by members of particular religious communities.

A list of special places of worship, appropriate to the needs of the West Hampstead School community is attached as Appendix 1 at the end of this policy.

Equal Opportunities

Equal opportunities are embedded within the policy. While every effort should be made to include all pupils regardless of their gender, race, religion, physical or sensory disability, it should nevertheless be noted that there are religious differences that may need to be adhered to. It is important, too, to know that parents do have the right to remove their child from Religious Education activities. This may include singing, Christmas shows, visits, speakers etc. Whilst teachers may take it upon themselves to explain the nature of the activity and the curriculum in it's broad sense, the parent does have that ultimate right.

Planning and Assessment

Plans for Religious Education are made termly and include cross-curricular activities or separately planned units where appropriate. The Agreed Syllabus for Religious Education contains appropriate levels of attainment for the subject, which will help teachers both plan and assess.

Monitoring the Curriculum

The R.E. Curriculum Co-ordinator is responsible for the Scheme of Work and any changes within. The Co-ordinator is also responsible for monitoring the planning and assessing of R.E. and providing any necessary support.

Nazmin Nessa	RE leader	RE leader <ul style="list-style-type: none">• Lead and communicate the vision for the PSHE and RE curriculum• Monitor the quality of new West Hampstead curriculum in planning and pupils' work• Develop RE skills within the implementation of the new West Hampstead curriculum• Plan, allocate and monitor budget cost centres relevant to the subject• Review and develop how PSHE is developed through circle time and the West Hampstead topic curriculum• Review and develop how specific areas of PSHE are taught e.g. drugs education, staying safe• Responsible for organising and disseminating learning resources appropriate to the subjects• Monitor and support staff in teaching high quality RE lessons• Maintain an overview of attainment and progress in RE throughout the school• Evaluate provision in RE as part of ongoing school the subject SE
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Appendix

The following is a list of contacts that needs to be reviewed regularly so that the most effective teaching, learning and enjoyment can be made.

Places of Worship List (as of March 2020)

Religion	Contact	Address	How to get there	Additional details
Buddhism	02084519118	True Buddha Temple, 265 Willesden Ln, London NW2 5JG	Jubilee line from West Hampstead to Willesdon Green. Will take approx. 20mins	
Christianity	Father Jonathan frjonathan@mac.com 020 7435 1911	Emmanuel Church West Hampstead Lyncroft Gardens London NW6 1JU	Walk. Will take approx. 10 mins	Father Jonathan is very willing to come down to the school to talk with the children.
Hinduism	info@shriswaninarayan.org.uk and cc Parbat at mail@phirani.com (020) 8459 4506	Shree Swanninarayan Mandir 220-222 Willesden Ln, London NW2 5RG	Walk. 1.1 mile from school. Will take approx. 20 mins.	Best time is around 10.30am as prayers are finishing.
Islam	Mr. Shahjahan Mohammed (chairperson of the Mosque) 020 7267 0906 Can also contact Councillor Abdul Quadir Abdul.Quadir@camden.gov.uk	Baitul Aman Mosque 158 Weedington Rd, Belsize Park, London NW5 4NU	Overground from West Hampstead to Gospel Oak. Approx 30 mins door to door	Best time 9.30/10am before midday prayers
Judaism	Candice Janet(community manager) admin@hampsteadshul.org.uk 020 7435 1518	Hampstead Synagogue 1 Dennington Park Rd, London NW6 1AX	0.5 miles away from school. Will take approx. 10 mins	Must email ahead with a list of possible dates and times.
Sikhism	Rajinder Singh Bhasin rajindersbhasin@gmail.com 020 7603 2789	Central Gurdwara (Khalsa Jatha) 62 Queensdale Rd London W11 4SG	Overground from West Hampstead to Shepherds Bush. Will take approx. 40 mins door to door.	Under renovation – open in May 2017

Religious Education at West Hampstead

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religions: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	Theme: Easter Key Question: What is Easter? Religions: Christianity	Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Year 1	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Story Key Question: What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel close to God? Religion: Judaism
Year 2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/ her everyday life?	Theme: Easter - resurrection Key Question: Is it true that Jesus came back to life again? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

			Religion: Islam			
Year 3	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
Year 4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Key Question: Is forgiveness always possible? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
Year 5	Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today?	Theme: Easter Key Question: Did God intend Jesus to be crucified?	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

			Religion: Sikhism	Religion: Christianity	commitment to God? Religion: Sikhism	
Year 6	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i>	