



Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty - Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-
Helpfulness

Draft curriculum policies at a glance

Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning; our job is to find that key.



Link Governor: Caroline Cantwell

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.



Mathematics at a Glance



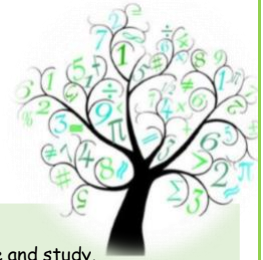
Achievement Lead: Kerry Williams



Link Governor: Caroline Cantwell



Curriculum Expert: Jack Waller



Pedagogy

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

KS1: The principal focus 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].

- Through focussed teaching, instruction and quality daily practise recognise, describe, draw, compare and sort different shapes and use the related vocabulary.
- Pupils will know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practise at this early stage will aid fluency.
- Pupils will read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Years 3 and 4: The principal focus of mastery instruction 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 will 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. Practical tasks and outside learning will ensure that pupils can use measuring instruments with accuracy and make connections between measure and number.
- Daily quality practise and utilising Times Table Rock Stars by the end of year 4, pupils will have memorised their multiplication tables and show precision and fluency in their work.
- Instruction and focussed learning will encourage the pupils to read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Years 5 and 6: The principal focus 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 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.

Documents and Films

- Maths No Problem Scheme
- Magical Maths 2D and 3D shapes 2015-2016 Film

The national curriculum in England
Key stages 1 and 2 framework document

Vision

To develop a love for maths and skills for life and study.

Aims

- 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
- **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.
- **understand** mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.
- **apply** their mathematical knowledge to science and other subjects.
- **challenge** through being offered rich and sophisticated problems before any acceleration through new content or **consolidate** understanding through additional practice, before moving on.

Intent

- To develop mastery of mathematical skills for life.

Implementation

- In the Foundation Stage, the EYFS curriculum is used to guide the teaching and learning.
- Key Stage 1 and 2 sessions are planned so that the children build upon prior learning. The National Curriculum and Maths No Problem! ensure progression, challenge and consolidation.
- The subject is taught as a single subject; however, they are also strong links within other subjects. Planning is based on five blocks, which are split into 1 Arithmetic and 2 (Number), Data and Measure (Measurement/Statistics), Geometry and Reasoning.
- Calculations are taught daily at the beginning of the lesson. (MAD Time).
- Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Impact

- Mastery is evident the focus for improvement is increasing the amount of pupils who can achieve greater depth.

Assessment and Feedback

Teachers will assess children's work by making formative assessments as they observe them working during lessons. Achievement will be assessed against the learning question for the lesson. Reporting to parents is carried out on a termly basis through Teaching and Learning Conferences (and an annual report is written in the summer term).



Science at a Glance



Senior Teacher Fellow: Emma Leonard



HLTA Delivery Lead: Matthew Bullock



Link Governor: Caroline Cantwell.



Science Lead: Kerry Williams

Pedagogy

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

KS1: Pupils are taught to use the following practical scientific methods, processes and skills: through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Years 3 and 4,

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Years 5 and 6

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Vision

Equip every child with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Aims

- Build up a body of key foundational knowledge and concepts, to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
- Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Intent

To give every child a wide range of practical experiences so that they can really understand and engage with the subject. The phiz lab empowers all children so that they can apply their enquiry skills through practical experiments and in-depth knowledge they have gained through study using the greater depth groups.

Implementation

At Springbank Primary School we use the National Curriculum framework document to ensure that by the end of each key stage, pupils know, apply and understand the scientific methods, skills and processes specified in the relevant programme of study. The 'Inspire Curriculum', and Ogden Trust Lessons which provides in-depth coverage, provides support, knowledge, skills and resources for teachers to adapt.

These lessons give children of all abilities the opportunity to develop skills, in-depth knowledge and understanding, whilst building in planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Implementation - Science in the Early Years Foundation Stage:

Children in the Nursery and Reception are taught Science through the curriculum strand: Understanding the world. Science needs to be practical and fun in these early stages with a mixture of adult led and child-initiated activities. The children will learn a range of scientific skills such as exploration and investigation. Children will be encouraged to ask questions about their natural environment when taking part in Science work e.g. "why have the leaves turned brown?"

Impact

Mastery of knowledge and scientific investigation skills will be secured. Children with considered potential for greater depth will be selected for extra opportunities.

Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess scientific knowledge learning and use their assessments formatively, involving techniques such as teacher observation, small group discussions, pupil interviews, questioning and set tasks. Instant feedback on progress is given. Reporting to parents occurs through Termly Learning Conferences and an annual written report.

Documents and Films

22 Actions for the climate Film





D.T. at a Glance



Subject Expert: Jack Waller



Link Governor: Caroline Cantwell

Pedagogy

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Context

The home, school, leisure, culture, enterprise, industry and the wider environment.

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.
- understand how key events and individuals in design and technology have helped shape the world.

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.

Documents and films

The national curriculum in England

Key stages 1 and 2 framework document

YES Programme

My Superhero Film



Vision

At Springbank Primary School, we want to develop children's creative and innovative thinking within a variety of skills. Design Technology harbours great potential within learning and it is our aim that children immerse themselves in hands-on, relevant and bespoke learning. We believe that this will encourage children's talents in designing, evaluation and practical creation.

Aims

- To deliver an inspiring, rigorous and practical curriculum.
- Generate opportunities for pupils to use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Evaluate past and present design and technology, to develop a critical understanding of its impact on daily life and the wider world.
- Understand how high-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook for life.

Intent

At Springbank Primary our intent is to deliver an inspiring, rigorous and practical curriculum.

Implementation

Design and Technology forms part of the wider national curriculum for England. Springbank Primary school adopted the "Inspire" curriculum to ensure the delivery of the statutory requirements for the new curriculum for England. The curriculum planning for Design and Technology is in the google classroom.

The long-term planning has been created in four-week blocks to add innovation, novelty and re-engagement every four weeks.

The medium-term plans give details of the learning objectives and progressive year expectations. These plans define a time audit, the coverage and pedagogy of what is to be taught and ensure an appropriate balance and distribution of the knowledge and skills across each term.

The short term planning gives an outline of usually four lessons that build upon the prior learning of the children duration of the project and can be delivered as a block or each week over the timed project. These lessons give children of all abilities the opportunity to develop skills, in-depth knowledge and understanding, whilst building in planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Impact

Creative, technical and practical expertise will be gained to build a platform of DT skills for success in the secondary stage of schooling.


Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess D.T. learning and use their assessments formatively, involving techniques such as lesson visits, small group discussions, pupil interviews, questioning and set assessment tasks.


Reporting to parents occurs through Termly Learning Conferences and an annual written report.



History at a Glance



Subject Expert: Emma Leonard



Link Governor: Caroline Cantwell

Pedagogy

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

- Question and answer which is used not just to test knowledge but to guide the development of understanding. Teachers use 'why' questions to encourage pupils to reason and reflect on what they are learning
- Teaching is not just instruction of 'subject content' but also teaching pupils how to solve problems and make sense of experience, encouraging them to make explicit their thinking.
- Active teaching and learning which involves organising exchanges of ideas and mutual support amongst pupils.
- Utilising a range of primary and secondary resources to support historical learning.
- Using historical enquiry to involve all pupils fully in exploring and learning about all eras of the past that have guided current life in society.
- Teaching history that has writing, mathematical or computing focus.
- Be evaluative and reflective so new strategies are incorporated into teaching delivery.
- Collect, analyse and communicate with a range of data gathered that deepen children's understanding of why interpretations of the past have been constructed.

Examples: role play and drama techniques, theatrical effects, art and design, use of artefacts, photos, visitors, educational visits, various thinking skills activities, Bloom's Taxonomy, discussions, debates, mysteries and investigative stories.

Vision

Learning will inspire pupils' curiosity to know more about the past. The teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Aims

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Know and understand the history of our country as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped our nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Intent

History will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

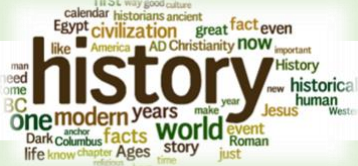
At Springbank Primary School we use the National Curriculum framework document to ensure that by the end of each key stage, pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study. The 'Inspire Curriculum', which provides in-depth coverage, provides support, knowledge, skills and resources for teachers to adapt.

History is taught continuously throughout the year, either as a key learning theme, or discretely to develop relevant required skills matching the needs of individuals and cohorts.

Launch days are planned to hook the children's interest and enhance and broaden the learning theme. What they have learnt is applied within core subjects, thereby enhancing curriculum delivery and depth of knowledge.

Impact

Gain historical perspective will be gained by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.



Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess historical learning and use their assessments formatively, involving techniques such as teacher observation, small group discussions, pupil interviews, questioning and set tasks. Reporting to parents occurs through Termly Learning Conferences and an annual written report.

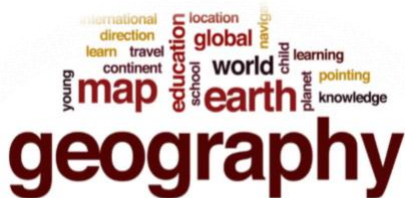
Documents and Films

The national curriculum in England
Key stages 1 and 2 framework document



- Springbank's Long Term Curriculum plan for History
- Egyptian Creation Myth Film
- The Mayans Film
- The Romans (Y3) Film
- Wright Brothers (Y2) Film
- Queen Elizabeth (Y2) Film
- The Monarchy Film
- Holocaust Film





Subject Expert: Chloe Underwood



Link Governor: Caroline Cantwell

Geography at a Glance

Vision

To provide a high-quality geography education that inspires pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Aims

- As pupils progress, the encouraged growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills will provide frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Children to develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Pupils will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Pedagogy

- Question and answer which is used not just to test knowledge but to guide the development of understanding. Teachers use 'why' questions to encourage pupils to reason and reflect on what they are learning.
- Teaching is not just 'subject content' but also teaching pupils how to solve problems and make sense of experience, encouraging them to make explicit their thinking.
- Active teaching and learning which involves organising exchanges of ideas and mutual support amongst pupils, explicitly relating current activity to past experience and using pupils' contributions as a resource.
- Teach consistently good lessons using a wide range of teaching strategies that have high expectations, match different pupils' needs and actively engage pupils.
- Utilise maps, fieldwork, GIS, and a range of multimedia resources to support geographical learning.
- Use geographical enquiry to involve pupils fully in exploring and learning geography and promote their curiosity and understanding of the world.
- Plan geography curricula appropriate for young people today that cover all aspects of geography, as well as contributing to wider skills including literacy and numeracy.
- Be evaluative and reflective so new strategies are incorporated into teaching.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen children's understanding of geographical processes.

Teacher must be secure and confident in their subject knowledge (both subject content knowledge and subject pedagogy), including an understanding of geographical concepts and progression in pupils' geographical learning. When teachers' knowledge falls below a certain level it is a significant impediment to students' learning.



Intent

Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

At Springbank Primary School we use the National Curriculum framework document to ensure that by the end of each key stage, pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study. The 'Inspire Curriculum', which provides in-depth coverage, provides support, knowledge, skills and resources for teachers to adapt. Current global, national and local issues and events are added as required.

Geography is taught continuously throughout the year, either as a key study theme, or discretely to develop relevant required skills matching the needs of individuals and cohorts.

Launch days are planned to hook the children's interest and enhance and broaden the learning theme. What they have learnt is applied within core subjects, thereby enhancing curriculum delivery and depth of knowledge.

Impact - Geography will equip every child with the knowledge and skills necessary to succeed in the secondary phase.

Geographical successes at Springbank are recognised and valued in displays and through 'Sharing the Learning' days with parents and carers.

Documents and Films

The national curriculum in England

Key stages 1 and 2 framework document

Rising Stars Geography

Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess geographical learning and use their assessments formatively, involving techniques such as teacher observation, small group discussions, pupil interviews, questioning and set tasks.

Reporting to parents occurs through Termly Learning Conferences and an annual written report.



Art and Design at a Glance



Subject Expert: Lauren Beeching



Link Governor: Caroline Cantwell

Pedagogy

The school uses a variety of teaching techniques and learning pedagogy to deliver the arts curriculum. We aim always to develop the pupil's in-depth knowledge, skills, understanding and performance.

We ensure that we interweave the four modes of learning, core learning skills, thinking skills, investigation, exploring and generating ideas into every learning theme. We also aim to complete the teaching cycle with a final product that can be evaluated so that skills and ideas can be developed further into the next phase of learning.

Key stage 1

Through instruction and creative learning opportunities:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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.

Key stage 2

Through instruction, quality practise and set learning tasks:

- control the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To facilitate this:

- Sketch books will be created to record observations and revisit ideas.
- Drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] will support mastery of techniques.
- Research and memorable learning will develop knowledge of great artists, architects and designers in history.

Vision

To provide high-quality Art and Design provision which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and designs.

Aims

- Think critically and develop a more rigorous understanding of art and design.
- Know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Produce creative work, exploring ideas and recording experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

To engage and inspire all children to create their own works of art.

Implementation

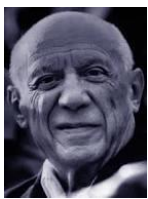
The arts form part of the wider national curriculum for England. Springbank Primary school adopted the "Inspire" curriculum to ensure the delivery of the statutory requirements for the new curriculum for England. The curriculum planning for the arts is available in the experts folder. It is delivered in skills and study sessions learning.

Impact

Proficiency in drawing, painting and sculpting to enhance learning across the curriculum.

Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess learning in the arts and use their assessments formatively, involving techniques such as teacher observation, small group discussions, pupil interviews, questioning and set tasks. Reporting to parents occurs through Termly Learning Conferences and an annual written report.



Documents and Films

- Year 3 and Year 4 film learning journeys
- Artist Film

The national curriculum in England

Key stages 1 and 2 framework document





Music at a Glance



Subject Expert: Caroline Salloway

Link Governor: Caroline Cantwell

Pedagogy

- Listen and enjoy sessions to develop and appreciate different forms of music, including recognising differences and similarities in style, structure or genre.
- Class singing with performance in mind, singing assemblies or 1:1 singing lesson.
- Instrumental accompaniment to simple nursery rhymes and songs through to complex rhythmic, melodic or classical music.
- Draw and describe - using music to represent feelings and emotions.
- Listen and discriminate rhythm, pitch and genre of pieces of music.
- Make music together and to understand the basics of music notation, and music theory.
- Compose pieces of music and to adapt and refine their work before recording or performing it.
- Use of dance, movement, poetry/writing and art to respond to the character and mood and as stimuli for their own compositions.
- Creating or singing music by use of English or another language, French for instance, and by singing about other subject areas, such as religion, harvest festival, STARFISH values of the school - PHSE, Character Education.
- Recording professional tracks.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and provide extra provision to extend and support where needed.

Documents and Films

The national curriculum in England

Key stages 1 and 2 framework document



Springbank's Music Policy
Springbank Primary Poppies of Red YouTube - <https://youtu.be/hodrsb1xhEE>

Springbank Primary Poppies of Red Winners Announcement YouTube - <https://youtu.be/vb4T2Aelv9c>

Vision

Develop confidence, understanding and love of music through active involvement in learning, practising, listening, appraising, composing and performing.

Aims

- To encourage children to sing with enthusiasm and with confidence.
- Offer opportunities for children to learn a musical instrument and know how music is made through using a variety of instruments.
- Develop strengths in all areas of practical and theoretical musical expertise.
- Cultivate listening skills and an appreciation of music.
- Encourage children to work individually, or as part of a group to make music.
- Strengthen fundamental skills, knowledge and concepts of music through: performing, composing, listening and appraising. Support children's ability to recognise pitch, duration, dynamics, tempo, structure, rhythm, timing, musical patterns and sensitivity (emotional response to music).
- Offer opportunities to shape musical ideas, controlling instruments, read simple musical signs and symbols, control the sounds of a range of tuned and untuned instruments, explore and use a range of sound sources including voices, bodies and sounds from the environment, share music making and performing to different audiences for a variety of purposes.

Intent

At Springbank Primary School we want to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences, to build up the confidence of all children. Singing is an essential part of school life too, where children learn about the structure and organisation of music but also can enjoy the social and spiritual benefits of singing together regularly. Music professionals are brought in to sing with the children and help them experience live music.

Implementation

The music curriculum is delivered in 30-minute sessions each week by a music specialist teacher or the class teacher. Additional taught groups for piano, singing and recorder are delivered by specialists. Private piano teaching is also available. A day's music showcase takes place each term alongside musical performance at community events.

Impact

The teaching of music will ensure children's social, cultural and spiritual development will be built on; their creative and expressive skills will be developed.

Assessment and Feedback

Teachers will assess children's work by making formative assessments as they observe them working during lessons. Achievement will be assessed against the learning question for the lesson.

Reporting to parents is carried out on a termly basis through Teaching and Learning Conferences (and an annual report is written in the summer term).





Physical Education at a Glance



Subject Expert: Joely Keetch



Link Governor: Bill Howard



We are very proud of our Platinum award for P.E. it means we are giving our children the very best.

Vision

To provide a high-quality Physical Education Curriculum, that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

Aims

- Provide opportunities for pupils to become physically confident and active for sustained periods of time in a way which supports their health and fitness.
- Compete in sport and other activities, to build character and help to embed values such as fairness and respect.
- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Promote leading healthy, active lives.

Pedagogy

Early Years Foundation Stage

We encourage the physical development of our children in the Foundation Unit as an integral part of their daily learning. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged zero to five years of age. We encourage the children to develop self-confidence, control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge both indoors and outdoors, using a wide range of resources to support specific skills.

Key stage 1- Through progressive skill lessons and quality practise children:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Key stage 2- Through progressive skill lessons and quality practise children:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

Through weekly swimming sessions in the autumn, spring and summer terms children learn to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Intent

To integrate focused and taught physical skills throughout the school day.

Implementation

Dance/Gymnastics

KEY STAGE 1/ KEY STAGE 2

- Term 1: Street dance
- Term 2: Modern dance/Gymnastics
- Term 3: Zumba

Multi-skills

KEY STAGE 1/KEY STAGE 2

- Term 1: Games
- Term 2: Gymnastics
- Term 3: Athletics activities/ striking and fielding

Year groups 1-6, attend a six-week **swimming programme** annually with a progressive skills programme. Every child who cannot swim in KS2 attends weekly until they have the fundamental swimming skills.



Impact

These lessons give children of all abilities the opportunity to develop skills, in-depth knowledge and understanding, whilst building in planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Documents and Films

- Springbank's P.E. Policy
- Springbank's Sport Premium document
- Springbank's P.E. curriculum
- The Olympic Games a brief history film
- Sponsored Walk 2014 and 2015 film
- Hip Hop Dancing Film



Assessment and Feedback

- Teachers and coaches observe and assess the progress made by children against the learning questions for the lesson.
- Children are encouraged to self-assess and peer-assess in order to improve their performance and level of skill.
- Assessments are recorded and reported to parents/ carers as part of the Termly Learning Conferences and in Annual Reports.



Computing at a Glance



Mastering



Developing



Subject Expert: Hannah Topley



Link Governor: Caroline Cantwell

Pedagogy

Communication - with personal and group safety in mind clearly expressing understanding and information gained, both verbally and digitally whilst actively listening to others and using terminology accurately.

Collaboration - sharing equipment, knowledge and expertise across all areas.

Enquiry - feeling comfortable and safe to ask questions and gain a confidence to talk to others about personal experiences.

Interpretation - consider how and why different pieces of equipment and digital software work in different ways. Consider the ways of safety.

Analysis and evaluation - Enabling us to compare and contrast programs, software and devices as well as making informed choices to complete activities successfully and safely.

Examples: various thinking skill activities, Bloom's Taxonomy, discussions, debates, films, website exploration and drama techniques.

Supporting Documents and Films

Computing Programme of Study KS1 and KS2.
Springbank's Annual Planner for Computing.
Springbank's E-Safety Policy.
Springbank's Acceptable Use of ICT Policy.
Springbank's Counter Cyber Bullying Policy
Stranger Danger Film
Page not Found Film
E-Safety Manual Film



Skilled



Vision

Children will be equipped for the ever-changing digital world - not just for the future but for today. Computing will be used to enhance and extend children's learning across the whole curriculum whilst developing confidence and independence.

Aims:

- To become effective and safe communicators and collaborators in the digital world.
- To develop an increased confidence to apply digital skills safely.
- To use technology safely and respectfully with increased knowledge and understanding of E-Safety.
- To know when to ask for help and who to turn to for support.
- To develop knowledge and understanding on how technology works.

To enhance a child's digital understanding by:

- developing an awareness of the power of the technological world around them balanced by the inbuilt safety awareness, giving opportunities to ask questions, safely sharing expertise globally and reflecting on their knowledge, understanding and confidence within school.

Intent

At Springbank Primary children will have excellent understanding of how to develop digital literacy across the curriculum.

Implementation

Collapsed curriculum days and weekly 30- minute skill sessions. The skill sessions focus on using technology safely, respectfully and responsibly to ensure all children know how to keep themselves and others safe online. The collapsed curriculum days focus on all other areas of the curriculum including: algorithms, debugging programs, working with variables, using software and computer networks.

Collecting, analysing and presenting data is also explored within all other subjects across the curriculum but particularly; Maths, Science and D.T.

Additionally, there is a weekly E-Safety assembly where children are encouraged to share knowledge, offer advice and reflect on their online experiences. Any new and important online information, which may have an impact on our children, is also shared during these. This will be adapted to a weekly class assembly during the new normal in 2020 - 2021.

Impact

Children develop skills to equip them and keep them safe in the ever-changing digital world.

Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis, involving techniques such as teacher observation, small group discussions, pupil interviews, questioning low stake quizzes and set assessment tasks.

Reporting to parents/carers occurs through Termly Learning Conferences and through an annual written report, in which an overall achievement grade for computing is given.



Subject Expert: Emma Barrett



Link Governor: Caroline Cantwell

Ancient and Modern Foreign Languages at a Glance

Pedagogy

- Promote active learning for spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The Four Basic Language Skills

Listening: When people are learning a new language, they first hear it spoken.

Speaking: They try to repeat what they hear.

Reading: They then see the spoken language depicted symbolically in print and try to read this and speak out loud.

Writing: Finally, they reproduce these symbols on paper.

Documents and Films

The national curriculum in England

Key stages 1 and 2 framework document

Rising Stars French Scheme

Vision

To develop an international outlook by increasing the capability of using languages.

Aims

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- build up the capacity to write for different purposes and audiences, using the variety of grammatical structures that they have learnt
- understand language and identify and promote the respect for diversity.

Intent

To develop confident learners who respect diversity and gain a love for learning new languages.

Implementation

Language learning is delivered in short bursts across the week with an added consolidation study lesson. To build up staff confidence and to secure a progressive learning programme the Rising Stars curriculum has been adapted in the first instance to give a platform of knowledge, grammar and intonation. There are four stages to the scheme. All four offering progressive challenge for KS2 children but also opportunities for consolidation and quality practise.

Impact

Enthusiastic and confident pupils who have a solid base of vocabulary for speaking and writing to give them a head start when entering specialist teaching in the secondary phase.

Assessment and Feedback

Assessment at Springbank is on a continuous monitoring basis. Teachers assess learning in languages formatively, teacher observation, work scrutiny, small group discussions, pupil interviews, questioning and set tasks.

Reporting to parents occurs through Termly Learning Conferences and an annual written report.

