



Poppyfield

Primary Academy

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Curriculum Subject Policies

English:

The vision for English in the Poppyfield is about Purpose, Passion and Pride. Children will be passionate and excited about reading and writing. Children will be given the opportunity to experience and explore different ways of gathering vocabulary and applying their knowledge to produce work they take pride in.

We would expect to see a range of stimulus each week, which will hook and engage children to allow for independent and rich vocabulary with a purposeful outcome. Children will be encouraged to share their ideas through peer talk and role play. KS1 will have small worlds in their classrooms related to the key texts that they are learning along with the key vocabulary, as a result, children will be immersed in their learning and have a greater understanding of vocabulary.

English is linked to the NICER curriculum through key texts per challenge, where the plot, genre and quality of the books have been selected specifically to relate to the topic through rich vocabulary and links to our topics. The NICER curriculum focuses on real and purposeful tasks; the literature and writing outcomes share this ethos through audience and purpose. The teaching of the skills and coverage of the National Curriculum is taught through our key core English lessons.

Through all subjects, there are key focuses to reading, writing, spelling, punctuation, grammar, handwriting and critique. Phonics will be taught in EYFS and KS1 and a spelling scheme throughout KS2 to teach the skills needed to spell and read words accurately.

With our NICER curriculum running alongside our English, this allows for real, practical elements that support the learning outcome for our children, such as trips, resources and Everybody write days, which allow for a fully immersive learning environment and thus quality outcomes from the children.

English will be monitored through learning walks and book looks. These will take place at scheduled points in the year, and with English as a continuous priority for school, likely to take place once per term.

English is assessed using the objectives taught in class and what the children have achieved on a mastery level is marked off throughout the term. The objectives are totalled giving the teacher a clear indication of the level of expectation: below expected, expected or above expected.

Phonics and Reading:

Children in our school will be passionate and excited about learning to read and write. Children will learn to read and write rapidly which will allow them access to and enjoyment of a wide range of texts. Our vision is that Phonics will be consistently taught in a systematic and interactive way throughout the school ensuring all children make at least good or outstanding progress. The Read, Write Inc. programme is one that can be easily built upon as children progress through the school. Children will be able to apply their phonic knowledge to everyday tasks enabling them to develop confidence through praise and rewarding successes, not only in reading, but their depth of vocabulary and their ability to comprehend and use inference skills. We aim for all children within our school to read and write with enthusiasm and passion.

The key skills in phonics are speaking and listening, reading, comprehension, writing and spelling. Children begin the scheme by learning simple speed sounds, this quickly progresses in to decoding words. Once children are confident in decoding words, they begin to read books and comprehend different genres. This can then be applied in their writing.

There are many practical elements to the Read Write Inc scheme. These include, role play, partner teaching, sound buttons, phonic fingers and orally building and holding words and sentences. We will use more visual aids in Phonics to further children's enjoyment and engagement.

It is imperative that teaching is consistent in Phonics, therefore lesson observations will take place. Phonic folders and planning will be monitored each half term. Resources will be audited each half term, making sure each teacher or teaching assistant has appropriate resources to teach phonics competently.

Maths:

At Poppyfield, we believe in mathematics that engages children through the use of practical and real life problems; and where ICT plays a big part in moving maths forward. We believe in developing Mathematicians who demonstrate fluency and deep understanding through explaining and applying their knowledge both in practical and real life problems.

In order to achieve this, as a school we will ensure that all children have the fundamental basic maths skills that they need in order to develop, apply and use mathematics in all aspects of life and learning. To this end, we will:

- Give children the opportunity to reason and explain.
- Use computing to enhance experiences within mathematics and make cross-curricular links.
- Where feasible, link mathematical problems to NICER challenge packs to immerse children.
- Use practical based problems that give children a concrete understanding of all maths concepts.
- Include immersive and challenging environments which keep them motivated.

The vision is one where maths has implementation of the following;

- Real-life problems so that children can acquire conceptual understanding in maths and be persistent in completing non-routine problems such as test questions.
- Continual use of information technology so that it is effectively supporting maths lessons.
- 'Everybody Maths Days' which inspire children to solve challenging and exciting tasks based on NICER Curriculum challenge packs.
- Creative lessons and using the outdoors as effectively as possible.

In order to achieve this, as a school we will ensure that all children have the fundamental basic maths skills that they need in order to develop, apply and use mathematics on all aspects of life and learning.

Teaching of Maths

- In EYFS children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration and independent work.
- Maths is taught daily in KS1 & KS2 with access to digital devices to enhance teaching and learning in maths
- Maths learning builds from a concrete understanding of concepts where children are manipulating objects such as bead strings and tens frames. When children are able to see concepts this way, they then need to understand the same concepts represented pictorially using visual representations, such as bar modelling. Abstract concepts are then introduced.
- Within KS2 lessons, three main stages can be identified – Explain (reason), Do (fluency) and Solve (application).
- Within KS1 lessons, children are given opportunities to explain, reason and solve - however it may not always be recorded.

Reasoning

Giving children the opportunity to explain and question their mathematical understanding will be a priority. Children will be encouraged to articulate themselves in full sentences; supporting our focus on oracy across the curriculum. This is sometimes presented as, 'spot the odd one out', 'true or false', 'prove it' or 'convince me' statements.

Written Methods

A progression towards efficient written calculations should be developed and applied consistently in each year-group. The school calculation policy should be followed.

Quick recall

Children are encouraged to use their number bonds, times table facts and various strategies for calculation taught and practiced at school, with support sought from parents through homework activities.

Maths is essential in many NICER challenge packs and in the topic of enterprise. Through purposeful and meaningful mathematical problems, the success of these will have a major impact on challenges. For example, profit/loss challenge, charity fundraiser and car wash etc. Thematic mathematical lessons and sequences of lessons will also be deeply involved in the theme of the challenge pack. For example, in KS1, for bucket and spades – children could measure with real sand in buckets rather than a material which is not specific to that NICER challenge pack.

There will be many opportunities for children to not only showcase their learning in class, but in the wider school environment also. These will be achieved by;

- Maths problems linked to challenge packs.
- Outdoor lessons to be encouraged.
- ‘Everybody Maths’ lessons

Outcomes will be monitored termly to see the progression of individuals and pupil groups. Lesson observations will be carried out on a termly basis in order view the quality of teaching and that it is in line with the maths policy/vision. Learning walks take place on a termly basis to ensure that integral parts of a maths lesson are in place. If there is a concern about a child’s or group’s progression, then a child would be pulled out and tested to ensure they are being assessed correctly.

Peer-self assessment will take place on a daily basis. Teachers will use teacher assessment to ensure children are gaining skills progressively. Rising Stars is to be used at the end of each term in order to confirm and assist in teachers’ true assessment of each child.

Science:

Children will be passionate and excited about learning scientific knowledge and skills through a purposeful, hands on curriculum. Science for children at Poppyfield Primary Academy will be a way of working that allows children, through practical first hand experiences and secondary sources, to take leadership of their own learning, develop their knowledge and understanding of the world in which they live. These experiences should enable children to observe, question, investigate, make sense of and communicate and evaluate their findings.

Children will be given the opportunity to experience and explore different ways of gathering vocabulary and applying their knowledge to produce work they take pride in. We would expect to see a range of stimulus each week, which will hook and engage children to allow for independent and rich vocabulary with a purposeful outcome. Children will be encouraged to share their ideas through peer talk, using key scientific vocabulary, and as a result, children will be immersed in their learning and have a greater understanding.

Science will be taught mainly as a discrete subject but used in conjunction with our NICER curriculum where it can be contextualised and purposeful natural links can be made e.g. Materials: knowledge can be used to build and test the suitability of materials in up, up and away challenge pack, when building something that can fly. Science lessons are mainly planned using the National Curriculum knowledge and enquiry skills coverage, which is imperative in each year group – inclusive of Cort1, thinking hats and LPTs.

The school's policy for Science follows The National Curriculum 2014 for Science Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- 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 a variety of different scientific enquiries that help them to answer questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The specific teaching of science is set out in the subject domain document.

Each year, class-teachers will provide the science leader with resource requirements for their areas of study, which will aid teaching and learning and have an impact upon the progress made in science. All teachers will have free access to resources, which will be kept in one area in school known by all members of staff. These resources will be regularly monitored, audited and re-ordered where needed.

Where trips, visits and outdoor learning are seen as a purposeful hook, tool or resource to aid knowledge, skill development or progression, they will be used and integrated into the planning of the lesson(s). To aid transition, links will be made with local high schools to organise science lesson for years 5 and 6.

Giving the children regular opportunities to design and conduct practical observations, experiments and investigations is a key part of the planning process. Practical lessons are often inclusive of open questioning using Cort1 skills, thinking hats and 'learning power tools' to develop thinking and practical enquiry skills. All science lessons will be planned using the science subject domain.

In line with other core subjects, science will be monitored by SLT and the science leader through a termly triangulation process – book looks, learning walks, pupil voice and lesson observations. Feedback for the monitoring progress will be given to staff through book scrutiny feedback, coaching sessions and PMIs – identifying strengths and areas for development. Lessons will be inclusive of opportunities for children to demonstrate their deeper understanding and reasoning through the use of concept cartoons, thinking frames, Cort1 skills, thinking hats and self and peer assessment.

In science, teachers will assess the children's attainment and progress by assessing scientific knowledge for national curriculum areas of study and scientific enquiry skills. At the end of Key stage 2, the class teacher will report teacher assessment for each child; this will be working towards the expected standard or working at the expected standard. This will be shared with parents and use to evaluate school performance.

PE:

The vision for Physical Education is for children to gain the necessary skills to take part and enjoy physical education in all its forms. It is important that health and exercise is extrinsically incorporated into everyday P.E. life as children need to live a healthy lifestyle.

Another key purpose of P.E. is to inspire children who have a particularly excellent skill – these pupils are encouraged to go as far as they can in that particular sport, athletic event or dance programme. They can share their expertise through peer and self-assessment becoming masters of sport and create videos of how to perform a skill successfully so that other children can view and duplicate it.

It is important that P.E. lessons are linked to the NICER curriculum to make them more purposeful enabling children to fully understand how to live a healthy lifestyle.

There are specific elements of P.E. which are developed on across the whole school. The key areas for physical activity will be:

- Dance
- Gymnastics
- Athletics
- Games
- Outdoor and adventurous activities
- Swimming (KS 1 or KS2)

Pupils will develop their procedural knowledge through undertaking learning as set out in the procedural knowledge map.

With the exception of swimming, all areas will be taught in each year group in a sequence of lessons with learning built upon as the child progresses throughout the school.

There will be P.E. resources will cater for all skills that are to be attained by all year groups. Extra-curricular activities will take place enabling children to further develop their enjoyment and skills.

Sports days will take place annually which will encourage children with a competitive nature as well as promoting an enjoyment element to encourage the participation of all pupils. This will also offer an opportunity for schools across the trust to take part in inter-schools sporting challenges – i.e. football tournaments, athletics meetings.

External visitors with particular sporting expertise will be utilised to inspire and support the NICER challenges at school. Partnerships with external organisations such as Inspiring Healthy Lifestyles will help us deliver a fresh and engaging approach to physical education, engaging children and their families in a variety of different activities, including in external venues.

Photos/Video portfolios of skills being taught, showing links to the NICER curriculum and the level of attainment of pupils, will be collated by teachers in the shared area. This along with the monitoring of planning will ensure all areas are being covered and that skills are progressing. Learning walks and lesson observations will take place to ensure the quality of P.E. teaching. Peer/self-assessment will be continuously used as with all subjects, to continuously monitor children's own expectations and understanding of their own learning.

Art and Design:

The vision for art and design is about imagination, creativity, artistic development and quality outcomes.

Children will use various stimuli in their learning to explore their imagination and create artistic outcomes. They will be inspired by the work of different artists, of different times, and from the world around them. They will develop procedural knowledge of artistic methods through using different artistic mediums and forms. They will work on honing these through developing key pieces of art work related to their challenge packs. This will allow for the building of detail and practice, as well as producing a quality outcome through their creativity.

For each challenge pack, pupils will produce at least 1 quality piece of art work as an outcome. This piece will have been stimulated through creative engagement with the learning within the challenge pack.

Some of the challenge packs also have a specific artistic focus across the school; including elements such as producing art galleries, animations, films, performances – art is its widest and most purposeful state. This will allow children to connect to the creative world that exists around us and produce real outcomes of creativity.

Where appropriate, children will get to work with practicing artists in their challenge packs, who will help bring the real application of artistic methods to life.

Through the NICER curriculum, children undertake a range of artistic methods that progressively build upon each other. The key strands within these focus on:

- Exploring and developing ideas.
- Drawing.
- Painting and print making.
- 3D Sculpture, textiles and collage.
- Evaluation and review.

Teachers use these to plan a range of artistic skills and developments suited to their challenge pack and will use these skills for monitoring and assessment formats.

As art is a wholly practical subject, hands on use of all different forms and materials will take place within the NICER curriculum so that children explore the range of artistic opportunities available to them.

Children will have the opportunity to work with professional artists and amateur artists to help develop their passion and skills, and to support teachers to bring the subject alive within the classroom. Children will also experience the living world of art through visits to art galleries and museums; so that they can see how art exists in the world around them and how they can engage with it beyond learning.

From December 2019, the first evidence of art based learning and skills will be gathered by the leadership; in many ways this will act as a baseline for where the subject is currently positioned in the school, although it is important to be aware that we will only be starting with children in EYFS, and therefore it will take us a little while to build up a whole picture of progression for the school in the subject. The 2019-20 academic year will be the first full year of pupil's undertaking the curriculum, and therefore creating their high quality art outcome within each challenge pack.

Lesson observations, learning walks and sketch book scrutiny / learning journey observations will allow for the gathering of evidence of the teaching of art and also to observe how the learning environment stimulates the subject of art. Dates for learning walks will be scheduled at the beginning of the academic year.

Through the NICER curriculum procedural mapping and knowledge organisers for subjects, teachers will be able to monitor what has been taught and developed by children throughout the year. Children will be producing at least

1 piece of high quality art as an outcome for each of the challenge packs that can be assessed and used as evidence of children's development and progression in the subject of art.

Design Technology:

The vision for the subject of design technology is about inventing, creating, developing and evaluating.

Children will work through various fields of design technology; exploring designing and making in various materials; through food and cooking; inventing and creating designs and products; and connecting to the world of technology around them. Design technology is wholly embedded into learning in the NICER curriculum where children have the opportunity to explore the various fields through practical developments in a hands on method; meaning that this knowledge will be able to be taken with them in to their lives in the future. Children will be inspired about design technology in the world around them; particularly through the connection with interesting business partners who work in the world of design and technology.

At every stage possible, children will work through the full design process: from creating ideas and designs before undertaking a making process; reviewing and evaluating and making any improvements necessary. However, at particular points, children may also need to undertake some particular basic skill development in particular areas of making so that they have the skills needed for age appropriate development.

Food and cooking is a strong element through the NICER curriculum. From the whole school 'Bake Off' challenge to particular challenge packs that focus on creating healthy and edible food, children at Poppyfield will develop an interest, passion and skills for design and making healthy food. Other challenges such as 'Crazy Contraptions' ask children to clearly connect to the world of design technology, to explore inventions and products that solve problems and create their own design ideas through the design, make, and review process.

There are strong connections between art and design technology in certain aspects of the curriculum; as well as connections between ICT and design technology – and these are taught in a cross curricular manner through applying learning appropriately in the challenges. Through the NICER curriculum, children undertake learning that progressively builds upon each area. The key strands within design technology focus on:

- Design – developing and planning ideas.
- Making and technical knowledge – using techniques to develop products.
- Cooking and nutrition.
- Evaluation.

Teachers use these various strands to plan a range of design skills and developments suited to their challenge pack and will use these skills for monitoring and assessment formats.

As design technology is a practical subject, hands on work will be undertaken in each challenge pack that design technology skills are aligned to. Alongside this, parents and businesses with particular skills relating to design technology are becoming embedded in the curriculum. This is particularly relevant related to food aspects of the challenge packs.

From December 2019, the first evidence of design technology will be gathered by the leadership team; in many ways this will act as a baseline for where the subject is currently positioned in the school, although it is important to be aware that we will only be starting with children in EYFS, and therefore it will take us a little while to build up a whole picture of progression for the school in the subject. The 2020 academic year will be the first full year of pupils undertaking the curriculum, and therefore undertaking design and technology learning within each challenge pack. Lesson observations, learning walks and sketch book scrutiny / learning journey observations will allow for the gathering of evidence of the teaching and also to observe how the learning environment stimulates the subject. Dates for learning walks will be scheduled at the beginning of the academic year. Through the NICER curriculum

procedural mapping and knowledge organisers for subjects, teachers will be able to monitor what has been taught and developed by children throughout the year.

Geography:

The vision for geography is for children to be able to connect to different localities in the world around them. This is about starting with their experience and therefore their immediacy – in terms of the area in which they live. Their realm of exploration for geography grows as they progress through the school, acting like an expanding circle of areas connected to; beyond their initial area of residence they will gradually connect to wider parts of England and the UK, exploring and understanding physical and human features of areas. Beyond the UK, they will connect to Europe but driven by connections that still have meanings to where they live; such as through twinned towns. Beyond this, they will connect to key countries in the wider world that have similarities and differences to where we live.

Children will explore their geographical understanding through connections to tangible aspects: through enquiry and questions of what a place is like; through exploring maps and sources to investigate this and through appreciating the key features of what a place is like due to its physical environment and how humans living there have connected to it as a place to live and work.

Geography as a subject is carefully woven into many of the NICER challenges. With the parts of the curriculum, children will always connect to some sort of exploration and adventure within the wider area in which they live. This adventure will allow them to explore a specific area around them, to question what it is like and explore its features. It will then allow them to explore further from this stimulus, perhaps connecting to or contrasting with another environment. Map and field work will be very prominent here, as will the communication through different mediums of what their adventure was like.

Other challenges allow for a connection to other aspects of geography both at a local level and connections to other countries, with the teaching of procedural and declarative knowledge developed through this exploration.

Through the NICER curriculum, children undertake a range of geographical learning with knowledge that progressively builds. The key strands within these focus on:

- Locational knowledge.
- Physical knowledge.
- Human geography.
- Geographical skills and fieldwork.

Map work and fieldwork are key practical aspects of this subject for the school. For all of the challenges in the NICER curriculum there will be some sort of experiential fieldwork; in that children will explore a location or site in a hands on manner to allow them to make connections to what that place is like. Many of these experiences are based within the local area, to allow them practical exploration of the geography of the immediate area. Where possible, connections are also practically made to different locations; such as visiting a city, a forest and a beach – so that children get to explore the features of these locations that are quite different from where they live.

From December 2019 the first evidence of geography (through ‘understanding the world’ in the EYFS curriculum) will be gathered by the leadership team; in many ways this will act as a baseline for where the subject is currently positioned in the school, although it is important to be aware that we will only be starting with children in EYFS, and therefore it will take us a little while to build up a whole picture of progression for the school in the subject. The 2020 academic year will be the first full year of pupil’s undertaking the curriculum, and therefore undertaking geography learning within each challenge pack.

Lesson observations, learning walks and learning journey observations will allow for the gathering of evidence of the teaching and also to observe how the learning environment stimulates the subject. Dates for learning walks will be scheduled at the beginning of the academic year.

History:

The vision for history is that children get a chance to explore key aspects of the history of the world in which we live; key events that have shaped the present and to enquire what things were like in the past. The key to this in the approach is about experience; that children know that they can question what things were like as they can explore the evidence left behind.

The other key aspiration for the history curriculum is that children not only understand what a time was like but are also able to communicate their findings in a real way, that educates others and shares understanding for a real purpose or audience. Many of the challenges within the NICER curriculum ask children to clearly share through different mediums, the important aspects about key periods of time, what life was like and how this has affected things today.

The history curriculum is a balance of ensuring that children connect to key periods of history and the development of historical skills that allow children to investigate any period of time that they wish to explore.

Within the NICER curriculum, many of the challenges have an aspect of connecting to history. However, there are some particular challenges that specifically ask children to delve into historical events, periods or connections through different times and to communicate their understanding of what they have discovered.

Through the NICER curriculum, children undertake a range of skills that progressively build upon each other. They sit within specific areas of history. The key strands within these focus on:

- Chronology.
- Historical Enquiry.
- Interpretation.

As stated in our vision for the subject, it is incredibly important that where possible, children experience aspects of history through practical, hands on exploration. Where at all possible children will explore museums and sites that allow for the first hand opportunity to see what life might have been like in a specific place or time. Alongside this, experts in specific areas such as artefacts, curating, or specific time periods or expertise such as Vikings or palaeontology will be drawn upon. These experts will allow for children to explore a deeper level of understanding of particular time periods that may go beyond teacher knowledge.

From December 2019, the first evidence of history will be gathered by the leadership team; in many ways this will act as a baseline for where the subject is currently positioned in the school, although it is important to be aware that we will only be starting with children in EYFS, and therefore it will take us a little while to build up a whole picture of progression for the school in the subject. The 2020 academic year will be the first full year of pupil's undertaking the curriculum, and therefore undertaking historical learning within each challenge pack.

Lesson observations, learning walks and book looks / learning journey observations will allow for the gathering of evidence of the teaching and also to observe how the learning environment stimulates the subject. Dates for learning walks will be scheduled at the beginning of the academic year.

Through the NICER curriculum procedural mapping and knowledge organisers for subjects, teachers will be able to monitor what has been taught and developed by children throughout the year.

ICT and Computing:

At Poppyfield Primary Academy, we believe that ICT is an essential life skill in modern society and therefore, underpins learning throughout our NICER curriculum. By providing many children with access to devices out of school, we aim to extend children's learning beyond the confines of the classroom and develop links within the community and beyond.

Our aim is to develop children who can independently select and use appropriate software to present, enhance, improve, share and support NICER outcomes, making tasks, real and purposeful. Alongside this, our curriculum provides inspiring opportunities to be creative by designing apps and becoming proficient programmers. We continually review and adapt our curriculum as technologies available emerge and develop. We consider it essential that all children develop the necessary skills so that they are able to interact safely and effectively online and use technology responsibly and appropriately.

In many of the NICER challenge, ICT plays an integral role in the main outcome, meaning that ICT tasks are real and purposeful. These outcomes are designed to inspire the children and promote their independence and creativity with tasks covering film, animation, app design, PowerPoint presentations and graphic design. Alongside this, ICT is used to research information, supporting the development of children's understanding and knowledge of their challenges and related areas of learning. Our Apple focus across our Trust also works to allow pupils to design and learn through state of the art apps.

E-safety has a strong presence throughout the curriculum in every year group, enabling children to make safe and sensible choices online.

Learning is divided into strands:

- Digital literacy.
- Information technology.
- Computer science.
- Online safety.

Knowledge is developed and built upon through the different year groups enabling children to draw on their existing learning alongside developing new ones and allowing them to communicate ideas effectively.

Work from pupil's online folders from each year group will be monitored termly, and where appropriate printed and placed into an ICT portfolio of pupils' work. Planning scrutinies on a rolling programme, looking at a sample of short and medium term planning will be completed during the year alongside lesson observations (if appropriate). Pupil voice will be conducted at least annually. An audit of staff skills will be undertaken to identify gaps in knowledge and identify and address training needs.

As in all subjects, children will use peer and self-assessment to develop their computing ability. Monitoring of progress shown within pupil portfolios across the year to assess coverage and identify gaps as well as identify standards as expected, above expected, significantly above expected, below expected and significantly below expected.

Music:

Children will be passionate to learn a range of instruments and be able to understand, appreciate and gain knowledge of the importance of music within different cultures, societies, genres and throughout different time periods.

Through the NICER curriculum, children undertake learning that progressively builds upon each other. They sit within specific areas of music. The key strands within these focus on:

- Vocal skills.
- Rhythm and tempo.
- Playing Instruments and reading music.
- Composition and improvisation.
- Performing.
- Listening, reviewing and appraising.

The practical elements to this subject will continue to grow and be more frequent within the school. Workshops and musical talent will be booked for the music days throughout the term showing children a range of music that reflects different cultures and coincides with the calendar e.g. Chinese new year, black history month etc.

The subject will be monitored through book looks and learning walks. Each year group will have a musical folder which will date the evidence of music coverage throughout the year. The evidence will consist of photos and work that children have produced throughout the term. Teacher will have to clearly highlight the coverage relating directly to the skills ladder.

The class folder will travel with the cohort throughout their school journey. To coincide with the physical folder, on the school's ICT system there will be a music folder, which will allow teachers to upload evidence such as videos, photographs and other technological evidence. This allows the subject leader and SLT to monitor the coverage. Skills and coverage will be developed and added throughout the school and the folders allow one central point for this to be evidenced.

Religious Education:

Children will be passionate to learn about and from the six main world religions. They will understand and appreciate that everybody is unique in their own way and should be respected equally. The children will be passionate about learning about the different religious celebrations and stories.

The SACRE that Poppyfield will follow will be the Staffordshire SACRE.

The vision for RE is for all children and staff to have a deep understanding and respect of religious beliefs represented within the school, local community and the world. The lessons that will be taught will be awe-inspiring and have a range of activities for the children to challenge them.

RE is taught in the NICER curriculum through a combination of methods, embedded in to challenge packs or at other points in the year there may be more discrete learning of the subject of RE, particularly linked to key religious festivals or experiences in the year.

It is important that the children speak to people from different religions and visit their places of worship so that they can experience things first hand. Therefore, a visitor will be invited in to lead an assembly each year and there will be visits to places of worship each year.

Through the NICER curriculum, children undertake learning that progressively builds upon each other. There are key features of RE that run through these strands that all children explore:

- Religious stories and morals.
- Meanings and impacts of celebrations.
- Meanings in religions.
- The role of religion in society; belonging and commitment.
- Morals; right and wrong.
- Key questions in life.

Children will explore these key strands through understanding a range of religions; connecting to Christianity as a primary religion in the UK, and exploring features of other religions including Hinduism, Sikhism, Buddhism, Judaism, and Islam

It is important that there are religious artefacts so that the children can see and handle them and that they are situated in a central resource area accessible to all. As previously mentioned, there will be visits to places of worship each year that are representative of our region. Furthermore, visitors from different religions and cultures will be invited in to talk to the children.

This subject will mainly be monitored by book looks and learning walks to ensure that there is sufficient coverage. From December 2019, the first evidence of RE will be gathered by the leadership team; in many ways this will act as a baseline for where the subject is currently positioned in the school, although it is important to be aware that we will only be starting with children in EYFS, and therefore it will take us a little while to build up a whole picture of progression for the school in the subject. The 2020 academic year will be the first full year of pupil's undertaking the curriculum, and therefore undertaking design and technology learning within each challenge pack.

Lesson observations, learning walks and sketch book scrutiny / learning journey observations will allow for the gathering of evidence of the teaching and also to observe how the learning environment stimulates the subject. Dates for learning walks will be scheduled at the beginning of the academic year.

Through the NICER curriculum procedural mapping and knowledge organisers for subjects, teachers will be able to monitor what has been taught and developed by children throughout the year.