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## *Loving to Learn, Learning to Love*

### Teaching and Learning Policy

#### Overall Aims and Rationale

We at Fishponds Church of England Academy recognise that our school is a diverse community, which welcomes children and staff from all over the world. We take great pride in celebrating the vast range of cultures, ethnicity and beliefs, whilst upholding our Christian values that are at the core of everything we do.

Our Vision statement '*Loving to Learn, Learning to Love*' is based on the Bible text 1 Corinthians 13:

<sup>4</sup>Love is patient; love is kind; love is not envious or boastful or arrogant <sup>5</sup>or rude. It does not insist on its own way; it is not irritable or resentful; <sup>6</sup>it does not rejoice in wrongdoing, but rejoices in the truth. <sup>7</sup>It bears all things, believes all things, hopes all things, endures all things. <sup>8</sup>Love never ends.'

We want all of our children to find a love of learning whilst learning to love themselves and others. We understand that everyone is different and work tirelessly to find the most appropriate ways to ensure that all children are able to access the learning opportunities on offer. We want our children to develop life skills based upon our 12 core values (***love, patience, truth, hope, justice, forgiveness, courage, generosity, trust, perseverance, kindness, respect***) to enable them to live harmoniously within our diverse and multi-cultural world.



This policy should be read in conjunction with the equalities, behaviour, pupil premium, RSHE and SEND policies.

At Fishponds CE Academy, we follow the objectives taken from the National Curriculum 2014. Using our knowledge of our children and the community we serve, we have designed a creative and engaging curriculum, which will stimulate, inspire and raise standards for all children. We aim to provide opportunities for personal and academic development where children consistently make links between new learning and prior areas of study. We aim to inspire every child to 'Love to Learn and Learn to Love' whilst gaining the knowledge and skills needed for the next stage of their lives.

## Our Curriculum Intentions

Through working with stakeholders, gathering pupil voice and identifying fundamentals of quality first teaching, we have developed key intentions for our curriculum:

- To inspire and enthuse our children.
- To ensure the children have access to a curriculum which is progressive and challenging for all.
- To demonstrate our CE ethos by teaching our children to love themselves and others whilst developing a love of learning. This is underpinned by 1 Corinthians 13 V4-7 and our 12 values.
- To enable our children to develop learning behaviours which support lifelong learning.
- To ensure our children develop and understanding of their identity and purpose, better understanding their place in the world.
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality.
- To enable the children to develop language skills, building a rich vocabulary.
- To enable the children to develop their cultural understanding and respect.
- To ensure our children develop healthy lifestyle habits that support positive mental and physical health.
- To ensure children can develop and apply their English and mathematical knowledge and skills.
- To encourage our children to foster a love of reading for pleasure, as well as reading to inform and explore.
- To develop computing skills that support future life.
- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them.
- To develop links with the local community and Bristol as a city.
- To enable the children to set high aspirations for themselves.

## How do we implement the intentions of our curriculum?

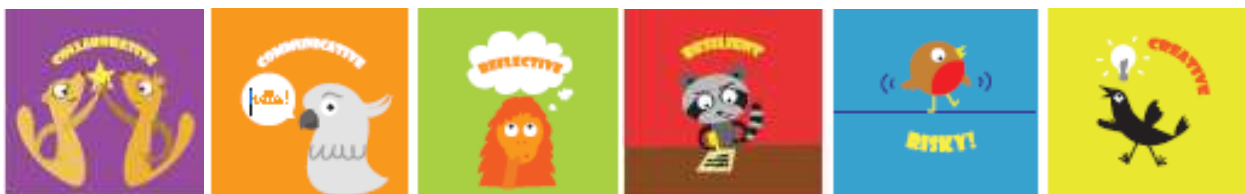
### Overarching Curriculum Implementation

#### Curriculum Design

We complete a 2 year rolling cycle of topics which are planned and sequenced considering the following factors:

- Progression – We have designed a whole school curriculum overview which ensures the children develop their knowledge and skills in a progressive way. The design of this overview has ensured that children consistently build on prior knowledge and make links in their learning.
- Breadth and depth of experiences – We ensure that our children have access to a wide variety of subjects and experiences. The children are given opportunities to study each curriculum area in depth to build solid knowledge and understanding.
- Support and challenge for all – Differentiation is used across our curriculum to ensure that children of all abilities can access the learning and achieve their full potential. Children are given the opportunity to deepen their knowledge
- Relevance – In curriculum areas, children are given the purpose of what they are learning to support them in understanding why they are learning what they are. Enterprise projects give children the opportunity to place their learning in real life contexts, highlighting the relevance of why they learn what they learn. We have chosen topics which link to our local context and the heritage of our children, as well as some key historical and geographical topics which provide the children with key knowledge needed for the next stage of their lives.

#### Behaviour for Learning



At Fishponds CE Academy, we want to inspire our children to become life-long learners. In order to do this, we reference 6 key learning behaviours (Collaboration, Resilience, Creative, Risky, Reflective and Communication). These are known as our 'Learning to Learn' behaviours. Each term, we focus as a school on one of these skills, although the other 6 behaviours will still be referenced where relevant. Children that have shown our learning behaviour of the term are

celebrated in our Friday assembly each week. These learning behaviours are encouraged and developed throughout the curriculum. The children are encouraged to look for these behaviours in others.

We encourage our children to independent learning through the use of 'Brain, Buddy, Boss' which encourages them to ask a friend or use their learning environment before asking an adult when they are unsure. This provides the children with a support structure for what to do if they are finding their work challenging.

Our behaviour policies and practices are based on the Pivotal Approach. Information about our behaviour management approaches and strategies can be found in our behaviour policy.

## WALTS

In order to share what with the children the purpose of each lesson, every piece of learning has a WALT. This stands for 'we are learning to'. This statement is completed with the skill focus for that session. Verbs referring to Bloom's Taxonomy are used to support this process (eg. WALT infer a character's thoughts and feelings). Where appropriate, success criteria are used to outline the expectations for a piece of extended writing. The expectation is that these are differentiated.

## Support and Challenge for all

Teachers and support staff have high expectations of all learners. Teachers' planning and delivery of learning is differentiated to enable all to access 'Quality First Teaching'. This means that planning takes into account the needs and learning gaps of all the children analysed from assessments. This may mean adapting the learning to stretch more able learners or providing supportive strategies to enable struggling learners to engage.

The SENCO, The More Able leader or Phase Leaders are available to provide support and advice in terms of the most appropriate strategies to use in supporting learners.

Occasionally, a child may struggle to engage at some point in their school life. This may be a temporary barrier or have a deeper, more persistent problem that they need support in addressing.

We use Maslow's hierarchy of needs (see fig. below) to help us identify the barriers to engagement. These barriers may come from illness, special educational needs, circumstance or other events in life.



*Maslow's hierarchy*

Once we have identified the barriers, we can work with children to find their motivators and improve engagement. The Pastoral Support Team are available to support and advise the class team in order to support re-engagement with learning. This may lead to the creation of an Engagement Plan as outlined in the Behaviour Policy.

SEND strategies are used within the classroom to support children's learning. Information about our SEND provision can be found within our SEND policy.

EAL support is provided by our team of EAL TAs. Interventions are assigned based on the EAL needs of the children. Bell's assessments are used when children arrive to our setting with English as an Additional Language. This enables appropriate in class and intervention support to be planned. We aim to make all classrooms EAL friendly with the use of visuals and talk frames to support EAL learners in accessing the curriculum.

### Differentiation

Within each lesson, each child is provided with work that allows them to achieve their next step or consolidate existing learning. Differentiation can take a variety of forms including different tasks, scaffolds to support include concrete resources or visuals and adult support. Our approach to differentiation enables the children to access the learning within each lesson at an appropriate level.

### The Learning Environment

All Classrooms should enable children to access resources they may need to support their learning independently. Classrooms should also be language rich to support new to English learners.

What classroom displays should you see in each room?

- Maths working wall
- English working wall
- Science display
- Topic/celebration display
- RE display
- Vocabulary banks where necessary
- Reflection area
- Cursive Handwriting
- Learning to Learn posters
- Brain Buddy Boss posters
- History timeline (KS2 classrooms)
- Pivotal based resources
- Visual timetable

What should the reflection area contain?

- Value of the term
- Question of the week
- School values
- Interactive activities linked to the theme
- Responses from the children

What information should be available on the classroom information board?

- Any planning that may be needed
- Timetable of the day
- Playground/duty rotas
- Safeguarding poster
- List of first aiders

What healthy and safety information/equipment should be available?

- Fire route information
- Lockdown procedures
- Red and green cards
- Paper towels, hand gel and cleaning spray
- First aid kit (or in shared space nearby)

Classroom layout and atmosphere

- Carpet spaces in EYFS and KS1
- Tables organised to allow for group work or guided groups
- Classroom remains tidy and clutter free
- Resources are labelled and displayed appropriately enabling independent access
- SEND resources are available such as fiddle toys, ear defenders, wobble cushions.
- Classroom is a calm working environment
- Fire exits remain clear of furniture
- A calm purposeful atmosphere is evident during lesson times
- KS1 classrooms will have a book corner
- KS2 classrooms will have books available for the children

## Presentation of Work

Children have subject specific books or folders to present their work in. Teaching staff promote 'Every time I record' expectations to promote good presentation of work. Books are A4+ to enable work done on paper to be stuck neatly into books. Cursive handwriting is promoted from reception upward and should be used by children in all pieces of work.

## Feedback

At Fishponds Church of England Academy, feedback on children's learning will be constructive for all. It will provide praise and help to raise self-esteem, identifying for the child what is good about their work and be clear in where and how they have met the learning objectives or specific targets.

It will also make it explicit to children how they can improve using a 'close the gap' prompt or model, helping children to become reflective learners and accelerate progress towards their desired level of attainment. They may also receive a challenge as a next step.

Children will be given time to respond to feedback, whether it is verbal or written. More information can be found in our marking and feedback policy.

## Assessment

Assessment for Learning is used by teachers in all lessons. This takes the form of questioning, marking and observations of learning. Assessment for Learning is used to identify gaps in pupil's learning and to inform future planning to ensure the needs of the pupils are met.

Formal data is collected in terms 2, 4 and 6 as well as a term 1 baseline for EYFS. Targets for the children are set in term 1. A range of assessment activities are completed to inform these assessments. More information about assessment can be found within the DBAT assessment policy.

## Collective Worship

We work together to think about our shared values, which although are rooted in Christian tradition, are inclusive for our whole school community. Each term we have a theme based on one of our values and explore a number of different issues through discussion of the 'Question of the week', both in Collective Worship time and in class. We seek to support children in reflecting upon, identifying in others and demonstrating in themselves the 12 Values for Life. This is how we deepen our children's understanding of spirituality. Each week, we have a selection of collective worship activities including whole school value focused assembly, a value focused phase assembly, a singing assembly, a class based assembly and a celebration assembly.

## Trips and Experiences

We aim to enhance our curriculum through trips and experiences in addition to the core weekly curriculum offer. We aim to offer a range of visits to different places to enhance the topics the children are studying over the course of their time in school. This has included places such as We The Curious, SS Great Britain, Cardiff Castle, Bristol Zoo, Bath City Farm, Weston-Super-Mare and M shed. The children may also do local walks and visits.

During Year 6, the children will be offered the chance to go on a residential school camp. This usually involves staying away for a number of nights and completing a range of new outdoor activities. Our PE curriculum enables the children to learn to swim.

Over their time with us, the children will visit the local churches several times. Sometimes this is to perform for a key event in the year such as Christmas or Easter. Other times this may be to complete trails such as Harvest where they can enhance the learning they have done in school.

At times, we invited visitors in to speak with the children or to present workshops. This may be linked to the children's topic or to provide inspirational role models.

## Knowledge Organisers

Knowledge organisers are used in topic and science to identify key knowledge that the children should learn by the end of their topic. Knowledge organisers contain key topic based vocabulary and identified key facts. History based knowledge organisers will contain a chronology of the time period studies. Geography based knowledge organisers

contain key maps and diagrams. Science based knowledge organisers contain key diagrams. Knowledge organisers are used as part of our Home Learning.

## EYFS

Our children's school learning journey begins in EYFS with the roots for learning in all subjects founded here. More information about our specifics within our EYFS practice can be found in our EYFS policy.

## **Subject Specific Intentions and Implementation Information**

### **Reading**

#### Intent

It is our intention at Fishponds Church of England Academy to provide pupils with a high-quality education in English that will teach pupils to speak, listen, read and write fluently so that they can communicate their ideas and emotions to others effectively.

At Fishponds, we are determined that all of our children will learn to read fluently as a result of high quality phonics teaching received throughout the Early Years Foundation Stage and Year 1.

We intend to encourage all pupils to read widely across fiction, non-fiction and poetry to develop their knowledge of the world in which they live, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently and have a deep-rooted appreciation and love of reading which they will carry throughout their lives and continue to allow them to be lifelong learners.

#### Implementation

Reading is taught, developed and embedded across the curriculum. In Early Years, children are taught to identify letters and sounds through a systematic, synthetic phonics programme. As a school, we follow letters and sounds, mapped in a progressive sequence. Phonics is taught daily in EYFS and Year 1.

Whole class reading is used to teach the comprehension skills of reading to children from Year 2-6. Whilst our pupils are taught to read for comprehension across all aspects of the curriculum throughout the school week, they also receive a dedicated daily reading session where they develop their fluency and comprehension skills.

In Key Stage 1, phonics continues to be taught and used as a reliable strategy for reading unknown words. Other reading skills (vocabulary development, information retrieval, inference, summarising and prediction) are taught in whole class guided reading sessions.

In Key Stage 2, there is less focus on decoding (word reading) skills and a higher focus on understanding a range of text and embedding the key skills taught in Key Stage 1.

In order to consolidate their reading skills taught in class, the children are able to take home reading books. Children work through book bands ranging from pink to sapphire with benchmarking used to support the children in moving up through the levels. Key Stage 2 children have access to our school library which enables them to choose from a range of books to support reading for pleasure. Pupil voice is completed to identify books the children may like to see in their library to continue to promote engagement. Bilingual books are also available for the children to have on loan. Upon reaching Year 6, children are able to apply to become librarians where they learn about how the technology within the library works and how it is organised.

Children's reading levels are assessed through a combination of Benchmarking assessments and in class reading assessment task such as past reading Sats papers and NFER assessments. Phonics assessments are also completed for children in EYFS and KS1 to allow gap analysis and planning to cover these to take place.

As part of our dedication to ensuring each child leaves Fishponds Academy with a secure set of reading skills, we have a team of specialist Reading Assistant who work with children from EYFS to Year 6. During an intervention, they focus on developing specific elements to improve their reading, either through group sessions or on a 1:1 basis.

At the end of each day, each class teacher read a chosen book with their class. In EYFS and Key Stage 1, it will be a book used to develop their knowledge of vocabulary, their understanding of story narrative and may be linked to parts

of their topics. In Key Stage 2, it may be the book that they are using as their writing stimulus, a text chosen to link their topic or a high quality text chosen by the teacher.

## **Writing**

### Intent

At Fishponds CE Academy, we wish for the children to develop as creative and purposeful writers. We aim to equip the children with the knowledge of grammar and vocabulary needed to write for purpose or pleasure. We want our children to have the motor skills needed to write fluently and legibly including through joined cursive handwriting.

### Implementation

From EYFS to Year 6, we have developed an overview of texts studied in English to produce writing outcomes that are high quality and, where possible, aligned with our non-core curriculum. We choose texts that expose our children to new vocabulary and that match closely with the writing milestones we hope with achieve within that term. We also choose short films to produce writing outcomes.

Sequences of learning are planned from the text supported by ideas from 'The Power of Reading' combined with our grammar and skills progressions produced by each year group. Milestone documents are created by each year group to ensure that the knowledge and skills that the children learn over the year are progressive and build on previous knowledge and understanding.

Each term, the children are set writing targets throughout the year. The teachers choose relevant targets for each child based on their next steps in learning. The children will be taught their targets and given opportunities to apply them in a number of pieces of writing. Target stickers are used to acknowledge when a target has been shown successfully. Once they have demonstrated confidence in using their target independently on a number of occasions, the teacher will set the children new targets.

We recognise that accurate assessment and understanding of children's knowledge, skills and composition in writing supports the planning and delivery of lessons. This ongoing assessment for learning informs next steps in planning to support each child's needs. When assessing the children's knowledge of Spelling, Punctuation and Grammar, we schedule three NFER assessments over the course of the year. This enables class teachers to conduct a gap analysis, before tailoring planning and scheduling pre and over learning lessons.

In writing, we plan for pupils to produce two extended pieces of writing each term which are assessed against genre-based success criteria and the expectations outlined by the National Curriculum.

Writing moderation takes place regularly in school to ensure that the judgements made by teachers are accurate. Collaborative moderation sessions take place with other schools in the trust regularly as part of moderation hub meetings or writing CPD sessions.

The children receive spellings each week to learn. Focused teaching of spelling takes place in each year group. Children are taught the spelling rules and key spellings outlined in the National Curriculum. As well as learning rules and patterns, children are taught strategies to support them with learning spellings.

We teach the children handwriting using a cursive approach. In EYFS, the children learn to form letters, moving to a pre-cursive formation when they are developmentally ready. In Year 1, the children form letters in a precursive style (unjoined). The children will begin to join some letters, usually digraphs linked to their phonics. By the end of Year 2, all children are encouraged to join their handwriting.

### *Our Cursive Handwriting Formation*

*a b c d e f g h i j k l m n o p q r s t u v w x y z*  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## **Maths**

### Intent

At Fishponds CE Academy, we want our children to be fluent in calculation methods using the four operations to a developmentally appropriate level. We want our children to be able to apply maths taught with real life contexts to equip

them for where maths is needed outside of school. We want our children to have a depth of understanding that enables them to reason with maths and solve problems. We want our children to have solid rapid recall of times tables and other number facts. We want our children to have exposure to all areas of maths listed within the National Curriculum. We want our children to be able to communicate using mathematical vocabulary.

### Implementation

We use White Rose to support the implementation of our maths curriculum. Through this, the children are exposed to fluency, problem solving and reasoning in line with the national curriculum expectations. Maths is taught in block by concept to allow the children to consolidate and deepen their knowledge before learning new concepts. Flashbacks are used within starters to ensure the children have regular exposure to prior learning in order to keep consolidating this knowledge.

As a school, we have devised a calculation progression matched to the sequences of learning we follow. This has been reviewed with the staff body each year to allow amendments to be made following CPD.

Assessment for learning is used in daily maths lessons to ensure that the children have understood the learning and got the support or challenge that they needed. Gap filling interventions are planned to support children in securing all the concepts they need to progress.

We have invested in a number of platforms to support maths learning at home and in school. We use Times Tables Rockstars, Numbots and Mathletics to allow the children to consolidate number facts.

## **Science**

### Intent

Our curriculum intends to inspire and enthuse our children about science in the world around them. We want to encourage the children to explore and ask questions about the world around them. We aim to develop our children's scientific processes and concepts, including the use of scientific and technical vocabulary. As well as expanding the children's knowledge of science, we aim to ensure they can also develop their working scientifically skills in a progressive way as they move through the school. We also aim to allow the children to apply their key mathematical skills alongside their science learning.

### Implementation

Children are taught a science unit each term. These are units aligned with the National Curriculum. A whole school science day is held once a year. This provides extra opportunities for children to engage in exciting science activities and be inspired by external visitors.

Working scientifically skills are woven within each unit. Progressive working scientifically skills and vocabulary are used across the school to ensure consistency and progression. Lessons will focus on one specific working scientifically skill and this will be shared with the children. Scientific vocabulary linked to the units of study are displayed within the classroom.

Knowledge organisers are used for self-assessment and revision of each unit. The children are able to acquire the knowledge within the organisers over the course of the unit and through home learning. Recall of this information is reviewed over the unit of learning and beyond. Formal assessments are submitted by teachers at the end of each the unit to identify if the children have achieved the age related expectation or not.

## **RE**

### Intent

At Fishponds CE Academy, we believe Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

We aim for our teaching equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. We believe our pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.



## Implementation

In RE they learn about and from religions and in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

As Fishponds CE Academy is a Church of England School it is of central importance to include a study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse.

We use Understanding Christianity to teach the children about the Christian faith. Units from this scheme are taught 3 times a year. We use Discovery RE to teach children about other world religions. These units take place 3 times a year. RE is taught for an hour a week.

## **PE**

### Intent

Through our PE curriculum we aim to improve the fitness of our children. We wish for our children to develop a love of sport and physical activity. Through our provision, we hope to expose the children to a variety of sports and activities to inspire them to participate in extra-curricular sport both in and out of school. We aim for all of our children to be able to swim 25metres before they leave Year 6. As well as developing physical skills we also aim to develop children's social skills and collaboration through PE as well as developing positive mental wellbeing and resilience.

### Implementation

PE is taught weekly through our PPA offer or by the class teacher. The children also complete additional physical exercise at breaks in the day as well as during regular movement breaks in class. Children attend swimming lessons weekly when they reach year 5.

Children develop fundamental movement skills by being exposed to a variety of different sports and through our use of REAL PE.

## **Computing**

### Intent

We aim to inspire and enthuse our children about an ever-changing digital world. We want to develop our children's digital literacy, computer science and information technology knowledge and skills for future life. We plan to enable our children to access and use technology safely and respectfully and to develop our children's confidence to speak out if something online does not feel right. We want to develop sharp, alert, secure, kind and brave children when working online and to develop the children's awareness of their digital footprint. We aim to embed the school and British values within the computing curriculum. We aim to develop our children as critical thinkers. We plan to demonstrate the positives of using technology to expand our own learning. We also look to develop cross-curriculum links.

### Implementation

Computing days are held once every term to enable children to fully immerse in the skills they are being taught. We have developed our own computing curriculum based around the National Curriculum objectives. Technology is used across the curriculum to allow children to continue developing their computing skills. Online safety is taught every computing day. We use Google's Internet Legends pillars for online safety; sharp, alert, secure, kind and brave. Skills progression are used to ensure the children develop their knowledge and skills in a progressive way. Digital Leaders are trained by the Computing Lead to encourage a love of computing. Learning to Learn behaviours are threaded through the curriculum. Online Learning platforms are promoted throughout the school to encourage learning at home.

## **PSHE**

### Intent

At Fishponds C of E Academy, PSHE and RSHE are rooted in our ethos of love: loving oneself and loving one another. The teaching of PSHE and RSHE allows for the recognition that we are all different and offers a chance to celebrate our uniqueness. It helps pupils to flourish as members of the school and wider community by teaching them awareness of emotions, healthy habits, how to keep safe and maintain positive relationships. Without PSHE and RSE pupils may not develop as many tools for staying safe physically, mentally and online. It is particularly important because it supports children to act with love and respect, both towards themselves and towards others which, in turn, sets them up for living safe, healthy and fulfilling lives in the future.

### Implementation

Jigsaw is used to teach our PSHE curriculum. PSHE is taught weekly by the class teacher. The scheme is divided into 6 strands (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Changing Me and Relationships), taught progressively across their time in school.

In addition to the weekly PSHE teaching, we also have an annual safety day which allows the children to learn about safety in a variety of contexts. We also have an anti-bullying week annually which has a new relevant focus each year.

RSHE is taught through the Jigsaw sequence of lessons. Parental feedback is gained by the PSHE lead annually following a presentation and review of the resources by a focus group. The wider parent community is then invited to view the resources following this.

## **History**

### Intent

Through our history curriculum, we aim to ensure our children develop and understanding of their identity and purpose, better understanding their place in the world through exploring history relevant to them and the world around them. We wish to provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them, identifying how the past contributes to the current day. We also want our children to develop their understanding of the history of Bristol as a city. We also aim to develop the children's understanding of key historical knowledge and build up a chronological framework to support them in building a picture of the past and how areas of study link. We wish to develop enquiry skills through study of historical events using a range of source and to develop the children's critical thinking, encouraging them to thoroughly scrutinise sources of information, looking at their strengths and limitations. We aim to develop the children's cultural capital, exploring the best that has been thought and said as well as enabling the children to reflect on issues of social injustice through history and what we can learn from these.

### Implementation

History topics are taught throughout the year on a 2 year rolling programme and are broadly aligned with the National Curriculum alongside topics that reflect our children's heritage and our local area. Topics of study make links to the locality of Bristol and its history as well as British and world history. Our history curriculum explores social justice, allowing the children to explore what we can learn from history. We use a 'golden thread' approach to promote links between areas of study horizontally across each year within the subject and potentially others, vertically across the subject over the child's time at Fishponds and diagonally across years and subjects.

The children build up a chronological timeline within their books and classrooms during each academic year, adding to prior time periods explored. This timeline is reviewed regularly within lesson to make comparisons within time periods. We have a skills progression which maps historical skills across the school encompassing 7 strands - Chronology, historical enquiry, historical terms, interpretation, continuity and change similarity and difference, cause and consequence and significance.

Knowledge organisers are used in class and for home learning, displaying key knowledge for the children to learn.

## **Geography**

### Intent

We aim to provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them. We aim to develop links with the local community and Bristol as a city. We want the children to develop their cultural understanding and respect. We want to develop the children's knowledge of the world and locations within it. We aim for the children to develop key geographical knowledge as well as key skills including map work and field work. We aim to develop the children's knowledge of human and physical geography.

### Implementation

Geography topics are taught throughout the year on a 2 year rolling programme and are broadly aligned with the National Curriculum. We use a 'golden thread' approach to promote links between areas of study horizontally across each year within the subject and potentially others, vertically across the subject over the child's time at Fishponds and diagonally across years and subjects.

A skills progression is implemented across the school focusing on place, patterns and communicating geographically. Geography knowledge and skills are revisited repeatedly across year group to enable them to be consolidated. Children's knowledge of the world's continents, countries and oceans is built up through map work, with each child having a map they add to throughout their time in school as they learn about new parts of the world.

Knowledge organisers are used in class and for home learning, displaying key knowledge for the children to learn.

## **Creative Arts**

### Intent

Through our creative arts provision, we aim to give the children a chance to express themselves through art and music. We aim to provide our children with opportunities to learn about inspirational artists and musicians. We intend to promote the importance of creativity through regular art and music lessons. We aim to ensure the children have a broad range of experience with different mediums with art and different music genres and mediums in music. We aim to promote positive mental and physical health through our art provision.

### Implementation

Art and music are currently taught through our PPA provision. The children complete a block of art and music lessons for either an afternoon or a morning every other term.

A progressive sequence of skills guide the teaching and learning in art and music. Topics within the creative arts are matched with class based topics to promote continuity of learning. Diversity is celebrated through our creative arts provision.

Creative arts enrichment activities are provided through workshops, performances, outside visitors and access to competitions.

## **Modern Foreign Languages**

### Intent

Through our MfL provision, we aim to equip the children with the basics of a new language and to develop their language learning skills in preparation for the next stage of their education.

### Implementation

We teach French for our MfL provision. French is taught for either half an hour weekly in KS2. European day of languages is celebrated bi-annually to enable the children to explore another language and culture. Progressive knowledge is developed across the school.

## **Subject Leadership**

All curriculum areas are assigned a leader or team of leaders. Subject leaders are responsible for reviewing the quality of teaching and learning within their subject and developing improvement plans to further develop it. Regular leadership time is given to leaders to complete monitoring and development work. Subject leaders meet regularly with the curriculum lead to ensure the overarching intentions of our school curriculum feed into their curriculum areas. Leaders may be asked to share information about their subject with stakeholders such as the Academy Council. Subject leader meetings occur twice a year to enable the subject leader to share information about their subject with the curriculum lead and Principal.

## **CPD**

Staff are provided with a range of CPD opportunities throughout the year to enable them to deliver high quality teaching and learning. This takes the form of Inset days, staff meetings and external training courses. CPD is also provided to enable staff to develop themselves as leaders of subjects or phases.

## **Monitoring**

Teaching and Learning is monitored through our annual monitoring cycle. This is planned out at the start of each year and is made up of class visits, book scrutiny, pupil voice, staff voice and subject leader meetings. As a school, we have developed non-negotiables for what good practice looks like and use this within our monitoring activities.

## **Parental Engagement**

Parental engagement is promoted through a range of activities throughout the year including workshops that focus on reading, writing, maths, home learning, curriculum and RSHE. We parents as partners in learning. Parents are regularly informed of their child's learning through parents' evenings and communication at the start and end of the day. We encourage parents to share information about their children and their learning so we can work in partnership. The expertise of our parent body is utilised through invites to share information with the children. We have annual sharing our learning assemblies for each class which showcases areas of learning to the parents. In EYFS, parents are invited in for stay and play activities as well as surprise reader sessions.

## **Home Learning**

### **Ethos for Home Learning**

At Fishponds CE Academy, we believe that home learning should aim to consolidate the learning that the children have been completing in class, as well as giving them the opportunity to make new discoveries of their own and provide a forum for them to share the knowledge they have gained. We aim for home learning to support the children's long-term retention of key knowledge. We aim to provide the children with the opportunity to explore a range of subjects through home learning including reading, maths, science and topic based learning.

### **What does our home learning involve?**

During the 2020/2021 academic year, we introduced knowledge organisers for home learning. Children are given their knowledge organisers at the start of the term. Over the course of the term, children are encouraged to produce responses to their knowledge organisers (more information are outlined below). We use Seesaw for all home learning. Activities are set on Seesaw by the class teacher and the children are able to respond. Each week, spellings/phonics and any additional home learning activities are uploaded to Seesaw. The children also learn key number facts such as number bonds and times tables. The children should also read daily through books or Bug Club.

### **What are knowledge organisers and how are they used?**

Knowledge organisers are 1-2 sheets of A4 size paper containing key information that the children need to learn about their area of study. They are created for topic and science. The knowledge organisers are uploaded onto Seesaw at the start of each term. The children then look at these and learn the facts from them. This supports their in class learning and their long term retention of knowledge. The children have the opportunity to share their knowledge on Seesaw and may choose to do additional topic based research and present this as well.

### How might the child respond to their knowledge organiser?

Children are encouraged to add responses to their topic knowledge organisers on Seesaw. Below are some examples of activities the children may do to showcase their newly learnt knowledge.

#### Example 1 – The Great Fire of London

- A poster sharing information about how the fire started and spread.
- A timeline of key events in the fire's spread.
- A diary entry of Thomas Fariner (the baker who started the fire) explaining the events of the fire.
- A photograph and audio explanation of a model house they have made following research into what the houses were like during the Great Fire of London.

#### Example 2 – Rivers

- Insert a picture of a river and label the parts of it.
- Research rivers around the world. They could be annotated on a world map or your child could create a fact file about the river.
- Create a labelled model of a river and upload the image to Seesaw.

#### Example 3 – Children in World War Two

- Write a diary entry from the point of view of an evacuee explaining what had happened to them.
- Create a documentary video sharing information about life for evacuees and post the video to Seesaw.
- Research life for children during the war in countries other than the UK.
- Read some fiction books based during the war and share your recommendations by writing a review on Seesaw.

### Additional Home Learning Websites

As a school, we have subscriptions to additional online platforms to support home learning. These are Mathletics, TTRockstars, Numbots and Bug Club.