Newtown C of E Primary School
Teaching and Learning Policy

Ratification Date:	September 2026	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CO-CHAIR OF GOVERNORS)
Next review	September 2027	

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *"love one another as I have loved you"* (John 13:34), *"be strong and courageous… for the Lord your God is with you wherever you go"* (Joshua 1:9), and *"a friend loves at all times"* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other's gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *"Above all, love each other deeply"* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Rationale

At Newtown CE Primary School, we believe that high-quality teaching and learning is at the heart of everything we do. Our aim is to provide an ambitious, inclusive and engaging education that enables every child to develop the knowledge, skills, confidence and character they need to succeed, both at Newtown and beyond.

We recognise that children learn best when they feel safe, valued, respected and ready to learn. Positive relationships between pupils and adults are therefore fundamental to effective teaching. We strive to create classrooms where expectations are high, mistakes are viewed as an important part of learning, and children are encouraged to be curious, resilient and increasingly independent.

Our approach to teaching and learning is underpinned by the belief that all pupils can make progress and achieve success. Teaching should be responsive to pupils' different starting points and needs, while maintaining high expectations for all. Through careful assessment, effective modelling, appropriate scaffolding, purposeful practice and timely feedback, teachers support pupils to build secure knowledge and understanding over time.

We recognise the importance of a well-sequenced curriculum, in which new learning builds purposefully upon what pupils already know. Opportunities to revisit, retrieve and apply prior learning help pupils to develop fluency, make meaningful connections and transfer their knowledge to new contexts.

As a Church of England school, our approach is rooted in our Christian vision and values. We seek to nurture the whole child, supporting pupils academically, socially, emotionally, morally and spiritually. We want our children to develop a love of learning, a sense of responsibility towards themselves and others, and the confidence to contribute positively to their community and the wider world.

This policy provides a shared understanding of what effective teaching and learning looks like at Newtown. It is intended to promote consistency without requiring uniformity, recognising the professional expertise of teachers and the need to respond to the pupils in front of them. Through high expectations, reflective practice, collaboration and a commitment to continual improvement, we aim to ensure that every child receives the very best possible learning experience at Newtown CE Primary School.

2. Objectives

The objectives of assessment in our school are:

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency

3. Roles and responsibilities

Teaching and learning at Newtown CE Primary School is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers
Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents and carers in their child's learning including clearly communicating the purpose of home learning
- Update parents and carers on pupils' progress through parents evening and produce an annual written report on their child's progress

3.2 Support staff
Support staff will:

- Support teaching and learning with flexibility and resourcefulness
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Deliver a range of interventions to individuals and groups

3.3 Subject leaders
Subject leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders
Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly

3.5 Pupils
Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning and support good attendance
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Effective planning is essential to ensure that teaching is purposeful, appropriately sequenced and responsive to the needs of all pupils. At Newtown CE Primary School, planning should provide teachers with a clear understanding of what pupils need to learn, how learning will build over time and how teaching will enable all pupils to make progress.

A planning overview must be completed to provide clarity around the intended learning, sequence and coverage. Planning should be a collaborative team effort, with all teachers within the year group or teaching team contributing to the planning process. This shared approach ensures that all teachers have ownership of the curriculum, understand the intended learning and are confident in delivering it effectively. Planning should not become the responsibility of one individual simply to be shared with others.

Each subject leader has developed a clear subject rationale which outlines the intent and approach to teaching their subject at Newtown CE Primary School (Appendix 1). Teachers should use these alongside the relevant curriculum and progression documents when planning. This ensures consistency in the delivery of each subject across year groups, while still allowing teachers the professional flexibility to adapt learning appropriately for the needs of their individual cohort.

Teachers are encouraged to make effective use of high-quality planning tools and resources where these support curriculum delivery. At Newtown CE Primary School, these include:

- Get Set 4 PE for PE
- SCARF for PDL
- Primary Languages Network for French
- Kinetic Letters for handwriting
- Oxford Owl resources for phonics and spelling
- HIAS resources to support planning across other curriculum areas where appropriate

These resources should be viewed as tools to support professional planning rather than programmes to be followed without adaptation. Teachers remain responsible for ensuring that learning is appropriate for their particular cohort and reflects our curriculum, progression documents and expectations.

5. Learning environment

When pupils are at school, learning will take place in a range of classrooms, shared indoor spaces and shared outdoor spaces. These spaces will be kept safe, clean and ready for pupils to use them.

All classrooms will be organised in line with the Classroom Management Plan (Appendix 2)

6. Differentiation or adaptive teaching

Teaching and learning at Newtown CE Primary School will take account of the backgrounds, starting points, needs and abilities of all pupils. We are committed to ensuring that every child is able to access an ambitious curriculum and make strong progress from their individual starting points.

Teachers will use adaptive teaching to respond to pupils' needs while maintaining high expectations and ensuring that all pupils work towards the same ambitious curriculum goals wherever appropriate. This includes consideration of:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils working below age-related expectations
- Pupils working at, or with the potential to work at, greater depth

Teachers will know their pupils well and use assessment information to identify barriers to learning and plan appropriate adaptations. Strategies may include explicit modelling, worked examples, breaking learning into smaller steps, pre-teaching key vocabulary, scaffolding, writing frames, word banks, concrete and visual resources, additional opportunities for practice and carefully considered questioning.

Support staff will be deployed purposefully to enhance pupils' learning and independence. Where additional adult support is required, this should complement high-quality teaching rather than replace pupils' access to their class teacher.

For pupils with SEND, teachers will work closely with the SENCO, support staff, pupils, parents/carers and relevant outside agencies to understand individual needs and identify appropriate adaptations and provision. Teachers remain responsible for the progress and attainment of all pupils in their class, including those receiving additional support.

Where appropriate, pupils may work in different groupings for particular aspects of learning. These groupings should be flexible and responsive to current learning needs, rather than becoming fixed labels based on perceived ability.

Adaptation should also ensure appropriate challenge and depth. Pupils who demonstrate secure understanding should be given opportunities to deepen, reason, explain, apply and make connections within their learning rather than simply being moved prematurely onto content from a higher year group.

7. Home learning

Home learning is used to support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

In EYFS, weekly home learning is set for both Phonics and Reading to reinforce key skills and encourage a love of books. Each half term, children are provided with a range of optional learning opportunities that they can complete at home to consolidate their learning, develop new skills, and inspire their interests. Suggested activities are also shared through the weekly update on Tapestry, giving families additional ideas for engaging and meaningful learning experiences at home.

In KS1 and KS2, home learning will include weekly tasks related to reading, spelling/phonics and maths. These are considered 'must do activities'. Children will also be given a range of 'could do' activities that relate to the project they are currently learning about.

All home learning will be made available via Arbor and on our school website. For EYFS and Y1, this will also be posted on Tapestry.

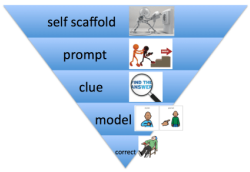
8. Marking and feedback

Feedback is an integral part of the teaching and learning process.

Wherever possible, we use live marking and feedback. Teachers and support staff provide feedback to pupils during the lesson, enabling children to be part of the discussion about their learning. This allows misconceptions to be identified and addressed quickly, gives pupils the opportunity to make immediate improvements and ensures that feedback is meaningful and relevant.

Live feedback may include verbal feedback, questioning, further modelling, identifying an error or misconception, prompting a pupil to reconsider an answer, or asking them to improve or extend a piece of work. Pupils should be given opportunities to respond to feedback within the lesson, rather than feedback being provided after the learning has taken place when its impact may be reduced.

Any feedback within or after the lesson will be documented in books in line with the marking guidance and using the relevant marking codes from the MITA triangle (Appendix 3).



All completed learning must be initialled by an adult to demonstrate that it has been seen and acknowledged. Initialling does not necessarily mean that every individual error has been corrected or that a written comment is required. Teachers will use their professional judgement to determine when additional written feedback is beneficial.

Marking and feedback should also inform future teaching. Teachers should use what they see during lessons and when reviewing pupils' work to identify common misconceptions, gaps in knowledge or pupils requiring additional support or challenge. This may result in immediate intervention, additional practice, adaptations to the following lesson or opportunities for pupils to deepen their understanding.

Where appropriate, pupils should also be encouraged to review and improve their own work, developing their ability to identify errors, reflect on their learning and take increasing responsibility for the quality of what they produce.

9. Assessment, recording and reporting

Formative assessment is embedded in everyday teaching and is used to identify pupils' understanding, adapt teaching, provide appropriate support and challenge, and inform future planning. It also helps pupils understand their own strengths and next steps.

Our approach is based on responsive teaching and the Tom Sherrington WalkThrus, incorporating Rosenshine's Principles of Instruction. Strategies include:

- Regular retrieval practice across the curriculum.
- Effective questioning and checking for understanding.
- Pupil voice, self and peer assessment.
- Live marking and feedback.
- Show-me boards, talk partners and purposeful classroom dialogue.
- Teaching new material in small, manageable steps with clear modelling.
- An "I do, We do, You do" approach to gradually develop pupils' independence.

Teachers and LSAs work collaboratively throughout lessons, adapting support according to pupils' needs. LSAs may provide further modelling, support individuals or groups, lead learning, give in-the-moment feedback and contribute to assessment and planning.

Responsive assessment is ongoing and does not require separate formal recording. Evidence is seen through teaching, pupils' learning and adaptations to planning, and contributes to summative assessment judgements.

Summative assessment is used to evaluate pupils' attainment and progress over time, identify pupils or groups requiring additional support, evaluate the impact of teaching and keep parents informed.

At Newtown CE Primary School, this includes:

- Baseline and end-of-year assessments using NFER tests where appropriate.
- Reading, writing and maths assessments at four milestones: November, February, May and July**,** recorded on Arbor.
- Data analysis and pupil progress meetings following assessment points.
- Half-termly assessment of foundation subjects, recorded on Arbor.
- In-school and cross-school moderation and standardisation.
- Half-termly updates to co-regulation plans, SEND trackers and intervention records.
- Additional diagnostic assessments for cohorts or individual pupils where appropriate.

National assessments allow school leaders, teachers, pupils and parents to understand attainment in relation to national expectations and identify where further support may be required. These include the Reception Baseline Assessment, EYFS Profile, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, and Year 6 SATs**.**

More details can be found in our Assessment and Feedback policy.

10. The Early Years Curriculum

The Early Years Foundation Stage (EYFS) provides the foundations for children's learning and development at Newtown CofE Primary School. Our EYFS curriculum is ambitious, inclusive and responsive to children's individual needs, interests and starting points, recognising that young children learn best through secure relationships, purposeful play, meaningful experiences and skilful adult interaction. Practitioners use observation and assessment as an integral part of teaching and learning to understand each child's development, adapt provision and identify appropriate next steps. Further detail regarding the principles, curriculum design, teaching approaches, assessment and expectations within EYFS can be found in the Early Years Foundation Stage Curriculum & Assessment Overview (Appendix 4)**.**

11. Monitoring and evaluation

We will monitor teaching and learning across Newtown CE Primary School to ensure that all pupils receive high-quality teaching and make the best possible progress from their individual starting points.

School leaders and subject leaders will monitor and evaluate the quality and impact of teaching and learning through a range of activities, including:

- Learning walks and lesson visits to evaluate the quality and consistency of teaching, implementation of the curriculum and pupils' engagement and understanding.
- Book scrutinies to review pupils' learning over time, the quality of work, progress from starting points and the implementation of agreed curriculum and teaching approaches.
- Planning scrutinies to ensure learning is appropriately sequenced, ambitious and adapted to meet the needs of all pupils.
- Reviewing marking and feedback to ensure that feedback is purposeful, manageable and supports pupils to understand and improve their learning.
- Pupil voice to gather pupils' views and assess their knowledge, understanding and ability to recall and apply previous learning.
- Pupil progress meetings following assessment milestones to review attainment and progress, identify pupils or groups requiring additional support or challenge, and agree appropriate actions.
- Assessment and data analysis to identify patterns, strengths and areas for development at individual, group, cohort and whole-school level.
- Subject leader monitoring to evaluate the implementation and impact of the curriculum within individual subject areas.
- Professional dialogue and coaching, including feedback following monitoring activities, to celebrate effective practice and identify appropriate support, CPD and areas for further development.

Information gathered through monitoring will be considered collectively rather than relying on any single source of evidence. Findings will be used to inform school improvement priorities, professional development, curriculum development and appropriate support for staff and pupils.

Where monitoring relates to an individual teacher's professional development and objectives, this will be undertaken in accordance with the school's Appraisal Policy.

12. Review

This policy will be reviewed annually by the senior leadership team and governors. At every review, the policy will be shared with the full governing board.

Appendix 1: Subject Rationales

Art Curriculum Rationale

Our Vision for Art

"Every child is an artist. The problem is how to remain and artist once he grows up." (Pablo Picasso)

At Newtown, the study of Art enables pupils to express their own thoughts and ideas using a range of different media. Children are encouraged to build confidence and proficiency in their own skills by studying the work of existing artists, designers and craft makers. Children will use a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. They are given opportunities to form opinions about Art and to experiment with different artist's styles, allowing them to develop their own creativity skills and begin to develop their own artistic style. Art learning journeys are embedded within the curriculum; links are made to other curriculum areas via projects and purposeful outcomes are planned to engage the children. Skills and knowledge are developed from Early Years, where children are encouraged to explore media and materials during child-initiated time as well as through mini learning journeys. These lessons offer chances for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This foundation is built upon as children progress though the school, with skills and knowledge being specifically planned for and developing as children get older. This approach encourages pupils to have a 'can do' attitude and to be confident in their own creative abilities.

Intent

The teaching and learning of Art at Newtown C of E Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. While focussing on key skills such as sketching, painting, colour mixing, sculpture and collage, famous local, national and international artists are explored to enhance the children's learning.

To develop a mastery of the following basic skills:

- Using sketch books as an artist's tool
- Sketching
- Painting
- Sculpture
- Printing
- Use of textiles
- Using ICT to create Art

To develop knowledge of:

- What an 'artist' is
- A range of professional artists and designers, both modern and classic, from a variety of backgrounds
- The work that these artists produce
- Art in the local area
- Vocabulary related to artistic techniques and equipment

To develop an understanding of:

- Local art and artists
- How Art and design can reflect a person's emotions or views
- The working process of an artist
- How to be reflective and respectfully evaluate their own work, as well as, the work of others
- How to be resilient and challenge themselves

Implementation

- Skills, knowledge and Artist focus are mapped out across the year for all year groups
- Children are introduced to five facts about an artist
- Children explore the work of their focus artist
- Children respond to the work of their focus artist and make respectful judgements
- Children develop and refine their basic skills and reflect on their own work, as well as the work of their peers
- Children will produce a final piece of work
- The whole school will study the work of a local artist as one of their projects during the year

Impact

Our children should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation in art and design. The expected impact is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

It expected that teaching and learning will show progression across all key stages within the strands of Art and Design. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means. Ongoing assessment takes place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Assessments are analysed and gaps in attainment are addressed. Children in Foundation Stage are assessed within the Early Learning Goals.

Computing Rationale

Intent

At Newtown CE Primary School, we want pupils to be masters of technology. Technology is everywhere and will have a pivotal role in our children's lives. Therefore, we want to model and educate our pupils on how to use technology positively, effectively, responsibly and safely. We want to provide our children with a broad and engaging curriculum that encompasses computer science, information technology and digital literacy. We also recognise that the best prevention for some of the issues that we currently see with technology/social media is through education.

We aim to achieve a balance between providing a knowledge rich curriculum along with plenty of opportunity for pupils to apply their knowledge creatively so that we help children begin their journey to becoming skilful computer scientists. We encourage staff to try to embed computing skills across the whole curriculum to make learning creative and accessible.

Implementation

At Newtown C of E Primary School, children experience 6 half-terms of computing each year, this allows them sufficient time to become fluent in their knowledge and skills, and embed revisited knowledge throughout the year. Our Computing curriculum teaches and encourages children to work independently and also as part of a team to solve, analyse and evaluate problems. Key knowledge and skills for Computing have been mapped across the school from EYFS to Year 6 to ensure progression between year groups.

There are three aspects to the computing curriculum:

- Information technology
- Computer Science
- Digital Literacy

Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology develops the knowledge and skills children need relating to communication, multimedia and data representation and handling. Digital Literacy covers the knowledge and skills relating to online safety and technology uses.

Units are practical and engaging and lessons cover a broad range of computing components such as coding, spreadsheets, internet and email, databases, communication networks, touch typing, animation and online safety. Learning opportunities for e-safety are integrated throughout the units and children also spend further time exploring the key issues associated with online safety throughout the year.

A major component of our Computing curriculum is 'Internet Safety', in which we equip children with the knowledge they need to keep themselves and others safe online. Our Computing curriculum prepares our children for the ever-changing world of technology and enables children to become digitally literate thus preparing them for the future workplace and as active participants in a digital world.

Impact

We want our children to enjoy the curriculum we deliver and be able to use technology effectively, confidently and safely. We want our learners to recognise, discuss and appreciate the impact computing can have on their learning, development and life. Finding the right balance with technology is key to an effective education and a healthy lifestyle and we hope to provide the children with the first steps that they can continue to build on in their next stage of education and beyond.

Design and Technology (DT) Rationale

Our vision for DT

At Newtown C of E Primary we aim to provide high quality educational opportunities that give children an understanding of creative product designing, making and evaluating. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, DT, engineering, computing and art. Pupils learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological driven 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.

At Newtown C of E Primary school we deliver DT lessons through a range of hands on, practical learning tasks designed around contexts which are real and relevant to our children.

Intent

Develop a mastery of the following skills –

Design:

- Use research to develop designs.
- Develop innovative, functional and appealing products that are design for a particular purpose.
- Generate, develop and communicate ideas through discussion with others.
- Use annotated sketches, prototypes, pattern pieces and technology to generate, develop and communicate ideas.

Make:

- Cut slots.
- Cut internal shapes.
- Use lolly sticks/card to make levers and linkages.
- Use linkages and sliders to make movements larger or more varied.
- Use and explore complex pop ups.
- Create nets to support the design process.
- Explore and evaluate different ways of joining materials
- Explore different finishes for their product using a range of materials.

Evaluate:

- Investigate and evaluate a range of existing products
- Evaluate their ideas and products against design criteria and seek the views of others to improve their work
- Understand how key events and individuals in design technology have helped to shape the world

Implementation

How do we help children commit this knowledge and these skills into their long term memory? What is our approach to the delivery of DT?

The learning sequence should begin with a link or hook to the overall learning project. Children are welcomed in to the learning through the sharing of the outcome for learning, along with the essential skills and knowledge that they will acquire.

Through investigative, hands on experiences, children find out about the product that they are going to create by evaluating what is already available on the market. It is at this point that they are able to begin to critique different versions of a product, picking out details and techniques that they might emulate in their own product.

Having experienced examples of the final product, children are then ready to make their own design choices. They plan carefully, following a design specification and make notes on why they have made specific decisions.

Following on from this, children are exposed to skills based learning where they will acquire the necessary skills needed to create their final product. It is important that children are given the skills before creating their final product, to reflect the real world. This might include cutting/joining techniques, experimenting with different mechanisms to achieve a particular outcome, or by combining different electrical components.

Having completed their own design and acquired the necessary skills, children are then able to create their own product, keeping in mind the intended purpose and user. The sequence is complete when children have evaluated their own product and given feedback to others.

Expectations

Within DT the expectations are:

- For children to be involved in the risk assessment elements of the learning so that they are aware of how to keep themselves safe in DT lessons.
- For children to be able to take positive risks in their learning, by using a range of tools and materials and through new experiences.
- For children to be able to make informed and independent choices in their design choices.
- For children to be provided with real and relevant contexts which build on their own prior knowledge and experiences.
- For children to have access to enrichment opportunities to bring their learning to life.
- For children to experience the full curriculum coverage for DT across each age phase.

English Rationale

Intent - What is our vision for reading?

At Newtown, we aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and stories. Through enjoying a wide variety of texts, our children develop efficient skills which equip them for the next stage of their lives and give them the skills to access the best that the world around them can offer.

Implementation - How do we achieve this vision?

At Newtown, reading and writing are closely linked and are taught through a selection of diverse and quality core texts that are used throughout our curriculum.
Reading consists of the following areas:

- Phonics
- Vocabulary and Oracy
- Retrieval
- Inference
- Comprehension

Impact

Early Reading Skills

- The systematic teaching of phonics using Essential Letters and Sounds is at the heart of our approach to the teaching of reading. Phonics is a way of developing the ability to read quickly and accurately; it is taught every day across the school to give our children a solid foundation in their decoding skills.
- Our learning environments are language-rich, and these enable our youngest learners to develop their very early reading skills. Our curriculum provides our children with an array of opportunities to listen to and engage actively in a wide range of stories, rhymes and songs.
- When our children begin Key Stage 1, the teaching of phonics continues to be a part of their daily routine; this ensures that our children's decoding skills are fully embedded.
- Our children are taught to:
- identify and recognise that each individual letter makes its own sound;
- identify the sounds that different combinations of letters make – such as 'sh' or 'ay';
- blend these sounds together from left to right to make a word;
- use the correct terminology e.g. digraph – 2 letters that make one sound (e.g. th, ey and ph), trigraph – three letters that make one sound (e.g. igh) and split digraph (e.g. i_e, a_e)

Developing Reading Skills: Vocabulary, Inference and Comprehension

In addition to the teaching of phonics, we begin to develop our children's early comprehension skills through the use of quality core texts read in our English lessons and in the non-fiction texts that are used across the wider curriculum.
From Year R to Year 6, our children engage in daily reading sessions which enable the children to practise their decoding skills, as well as develop their comprehension skills.

By the end of Key Stage 1, our children are able to:

- draw on knowledge of a broad vocabulary to understand texts they have read;
- identify characters and sequence key events from fiction texts;
- decipher information from non-fiction texts;
- make simple inferences and explain these;
- make predictions about texts from book covers and titles.

Reading continues to be prioritised through a whole class approach as quality core texts are used as a stimulus. The chosen texts link reading and writing together, creating dynamic English lessons, that inspire quality writing. Texts are also used within the Foundation subjects as a hook or stimulus.
In our daily reading sessions, children are presented with suitably challenging texts that are used to enable our children to build on their comprehension skills, whilst also building up their stamina and pace, in an age-appropriate way.

By the end of Key Stage 2, our children have to been taught to:

- explain the meaning of new vocabulary, including subject-specific vocabulary, in context;
- locate, retrieve and record specific, relevant and important information, from a range of fiction and non-fiction texts;
- make inferences from what they have read and justify, with supporting evidence, from the text;
- make predictions from key details in the text;
- make comparisons, within texts and across texts;
- summarise main ideas from the text;
- understand and explain how content within the text can contribute towards understanding the meaning of the whole text.

Developing and Instilling a Love of Reading

Developing and instilling a love of reading is of paramount importance in our school. Our children are exposed to a diverse range of quality reading materials; they are provided with opportunities to read across all subjects, in the curriculum, and are given time to read for enjoyment, as part of their reading sessions.
All classes have 'Favourite Five' books each half term that are read by adults in story time. These books include one traditional tale, one poem, and other fiction books. Children have the opportunity to re-read and enjoy these texts regularly throughout out the half term.
We have taken our children to visit the library in the local area and ensure that children are given the opportunity to become a member of the library and borrow a book. Every year, we celebrate World Book Day, and our children can purchase a book with their World Book Day voucher from a pop-up book shop.
Our children have the opportunity to meet a range of authors; we aim to have a different author visiting us each year. Author visits have been a huge success, as the children have been able to learn from and be inspired by experts in their field. Additionally, our children have had the opportunity to write to some of the authors they have read the books of, as part of their learning in their English lessons.
We firmly believe that our families play a crucial role in the development of reading; therefore, we have fostered a strong home-school partnership, by using reading diaries as a tool for communication between class teachers and parents.

Our vision for writing

Through a foundation of reading, children will develop into competent and skilful writers, who can write for a variety of purposes and audiences. Children are provided with opportunities to talk about their ideas, role play scenarios and deliberately practise skills so they understand how to build on the basic skills of sentence writing, to produce pieces that are interesting and engaging for the reader, whilst being punctuated correctly and being grammatically correct.

Writing consists of the following areas:

Vocabulary and Oracy

- Broadening pupils' vocabulary is a high priority for our school. We use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.
- We provide collaborative activities that give opportunities for children to learn and hear language often, and also provide opportunities for wider learning through talk.

Composition

- This is taught as part of a main English lesson, and teachers use shared writing sessions to model how different genres are composed.
- Composition refers primarily to writing for a specific purpose and audience. From KS1, children are taught to recognise and master the style of differing text types – beginning with simple text types e.g. narratives. Text types progress in KS2 to include more complex genres e.g. persuasion and discussion. As the curriculum progresses, children are encouraged to develop their own authorial voice and recognise how to vary their style of writing for different readers.

Grammar and Punctuation

- Grammar and punctuation is taught as part of the main English lesson, and specific skills are always modelled, through shared writing sessions.
- Grammar and punctuation are the make-up of a piece of writing. These skills begin in Early Years as children learn speak and then to write for meaning. In KS1, children build on this, learning to write in complete sentences, understand different word classifications and develop sentences that link together, within a text. In KS2, children hone and develop these skills further by learning how to vary sentence types and use different language, tense and punctuation for effect, eventually choosing to do so independently.

Spelling

- Spelling is taught explicitly; teaching a specific spelling rule and practising related words using this rule. Spellings are assessed through a weekly test.
- In Year 2, children who passed the Phonics Screening Check in Year 1 begin ELS Spelling from September in order to ensure a smooth transition from the teaching and learning of Phonics to the acquisition of Spelling skills.
- In Years 3 and 4, children are taught spellings through a follow on to ELS Spelling, Essential Spelling and Word Knowledge. It is anticipated that this will roll out to Years 5 and 6 in the spring.
- In Years 5 and 6, children are taught a specific set of spellings rules, building on from phonics, which build upon one another and are necessary for accurate spelling.

Handwriting

- Handwriting is taught explicitly using Kinetic Letters, a multi-sensory approach to the learning of handwriting. Letters are learnt as movements not as visual shapes and movement remains central to developing flow and fluency. Children in KS1 use print form and we begin teaching joined handwriting in KS2. Children in Year 5 are given a pen in the summer term, and Year 6 children write in pen from the start of the academic year.

Modern Foreign Languages Curriculum Rationale

'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes.'

Intent

At Newtown C of E Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. Some pupils in our community have not had the chance to meet people of a variety of cultures and have not been abroad. Through language learning, we aim to help our children to develop communication skills, including skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. The linguistic skills gained in one language, will assist and lay foundations for further language learning at secondary school. Learning other languages gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. We endeavour to guide our children to become and grow as global citizens, developing skills that will open further opportunities later in life.

Implementation

Children are introduced to French in Year 3 and receive a weekly lesson (30-45minutes). This is the case for each year group. This allows the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to English.

Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

Children are taught to:

- listen attentively to 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.
- Both feeder schools offer French as an MFL choice.
- French lessons are taught through the Primary Languages Network scheme of work.
- own cultures and traditions and those of others. In a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Impact

It is intended that when children leave Newtown Primary, they will have a natural curiosity and confidence to explore other countries and languages. Learning other languages gives children a new and broader perspective on the world, encouraging them to understand, respect and learn about their own cultures and traditions and those of others. In a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

We believe our children will:

- Acquire an appreciation, enjoyment and life-long love of languages.
- Develop confident and positive attitudes towards language learning.
- Demonstrate awareness of culture, traditions and languages spoken by people across the world.
- Demonstrate their pride in French through classroom, school and displays of their quality work.

Geography Rationale

Intent

Our aim at Newtown C of E Primary School is to inspire children's curiosity, interest and appreciation for the world that we live in. We intend to equip children with the geographical knowledge to develop their skills through studies of places, people, natural and human environments.

- Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.
- As geographers, pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge and new vocabulary. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change over time.
- At Newtown C of E Primary, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop their substantive and disciplinary skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of 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 Newtown C of E Primary School, we begin each geography lesson with a retrieval question, designed to promote recall.

Children are given access to a range of resources to develop learning through atlases, digital technology, books, photographs and a range of maps.

- Through our geography curriculum, children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing and communicating through discussing our findings. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data.
- Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best.
- We teach the National Curriculum, supported by a clear substantive and disciplinary skills progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

Our geography curriculum offers high quality and well planned lessons, which are progressive in nature. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Schemes of work explicitly set out the essential knowledge and disciplinary skills of geography to be taught. Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims and intent have been met, we scrutinise what children have learnt through:

- Assessing children's knowledge of key component learning as set out within schemes of work.
- Assessing children's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice conversations).
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Marking of written work in books against the school's marking policy.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.

History Rationale

At Newtown C of E Primary we aim to provide high quality educational experiences which provide children with an understanding that history is a study of the past and its impact on the present day.

We aim to teach history in a way that:

- Engages children and inspires curiosity of the past
- Provides chronological awareness of World, British and local history
- Develops opportunities to use and understand historical enquiry
- Explores the disciplinary skills of change, continuity, cause and consequence, similarity and difference and significance.
- Uses first hand experiences and sources through the use of artefacts, visits and visiting experts.

We deliver history through our Project curriculum and using the Hampshire recommended "Six step Enquiry model." This offers the children learning experiences designed to develop their disciplinary and substantive skills in a variety of imaginative ways.

Intent

We want our children to develop their understanding of how it is possible to know about the past; deepening their historical skills (disciplinary skills)

- **Understanding Chronology-** We want our children to show an understanding of time, duration, and interval. We also want to encourage a comparison of societies through the overlapping of time.
- **Historical Enquiry-**We want our children to understand that people's claims about the past can be tested through comparison and analysis.
- **Historical Interpretation –**We want our children to show an awareness of multiple versions of the past and their significance. Our history curriculum is broad, balanced and challenging and supports children for life beyond Newtown.
- **Understanding a range and depth of historical knowledge-**We want our children to build a picture of the past. Our curriculum provides memorable experiences which engage and challenge our children to explore change and continuity.
- **Explaining cause and consequence-** We want children to identify and describe reasons for and results of historical events such as, political, religious and social changes in the period studied.
- **Identifying characteristic features of the period studied-** We want our children to investigate the identity of societies studied using a range of sources.

Implementation

How do we help our children commit substantive skills and disciplinary skills to their long term memory?

We deliver history through a Six Step Enquiry process which gives the children the opportunity to explore the past and conduct historical enquiries.

Step 1: Teacher motivates pupils to want to learn and scopes the enquiry.
Step 2: Children collect information in interesting and varied ways.
Step 3: Children make sense of ideas and process the information by:
Step 4: Children draw their own conclusions, making their own meaning.
Step 5: Children's understanding is checked, developed and refined by:
Step 6: Children create their own final, imaginative product after teacher models

Impact

At Newtown, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Assessment

Key historical skills, concepts and knowledge are mapped through statements describing the expectations for pupils in each Year group. Teachers use the school assessment framework to regularly assess pupils' learning against specific criteria. They are able to clearly identify end points (KS1/KS2) as well as the progression of skills as pupils move up through the year groups.

Teachers assess against Learning Objectives in individual lessons which are derived from the six step medium-term plans. Each lesson and series of lessons aims to incorporate the key skills and cover specified knowledge. Pupils are encouraged to self-assess their learning using the 'I can' questions. Assessment is also carried out through the answering of key over-arching 'inquiry questions' for topics and formative assessment which takes place in all lessons through cumulative low-stakes quizzing and the use of 'show me' boards.

Progression in pupils' historical skills and understanding is further assessed by asking pupils in each year group to examine, question and comment upon the same historical source/artefact (object or picture). Pupils are asked to record their thinking under three different headings: What we can see and can say for certain / What we think (our opinions, hypotheses) / What we would like to find out. The level, depth and sophistication of pupils' responses to the picture or object should increase with age, so providing evidence of progression.

Monitoring

The History lead carries out regular monitoring of the data and identify gaps and areas for development at a whole school, key stage, year group and individual class level. The subject leader in conjunction with the curriculum leader will then address these areas to ensure the consistency and coherence of assessment in the subject (this may involve CPD, moderation or tailored support).

Regular scrutiny of pupil's work, teachers' marking and feedback, lesson observations, learning walks, pupil conferencing, moderation opportunities are all carried out by members of the Senior Leadership team.

Mathematics Rationale

Intent

Mathematics is essential for everyday life and understanding our world. It enables the development of pupils' natural ability to think logically and solve puzzles and real life problems. When thinking mathematically, children are supported in becoming focused, independent, respectful and resilient learners. Pupils learn to think creatively and make links between mathematical concepts through exploring patterns in the number system, shape, measures and statistics. They make and discuss propositions, explaining their reasoning and justifying their answers. They develop the skills, knowledge and efficient methods of calculation necessary to support their economic future and problem solving in life.

We aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

By following a spiral curriculum, our pupils are able to revisit a domain several times. The complexity of the domain increases with each revisit but new learning has a relationship with old learning and is put in context. We believe the benefits of teaching in this way are that the information is reinforced and solidified each time the pupil revisits the subject matter as it allows a logical progression from simplistic ideas to complicated ideas. Furthermore, pupils are encouraged to apply the early knowledge to later objectives.

At Newtown C of E Primary School, mathematics teaching is designed to develop secure number fluency alongside pupils' ability to reason and solve problems. At the beginning of each half term, there is a specific focus on key number facts, ensuring that pupils develop the fluency and automaticity needed to access wider mathematical learning confidently.

Throughout each mathematical learning journey, pupils are provided with regular opportunities to practise and consolidate key number skills alongside developing new mathematical knowledge and understanding. Problem solving and reasoning are embedded within learning journeys, enabling pupils to apply their skills in a range of contexts and make connections between different areas of mathematics.

Where appropriate, teaching follows a concrete-pictorial-abstract (CPA) approach. Pupils use practical resources and representations to explore and understand mathematical concepts before progressing towards pictorial and abstract methods. This approach supports pupils in developing a deep and secure understanding of mathematics, rather than simply learning procedures.

To complement this vision, we use the 'HIAS Schemes of Learning for Mathematics'. This resource includes long term and medium term plans as well as more specific unit plans which detail specific vocabulary, key facts, potential misconceptions and suggested concrete resources and visual representations that could be used.

Impact

We believe our children will:

- acquire an enjoyment and love of maths.
- develop positive attitudes to Numeracy and Maths.
- demonstrate and use their mathematics confidently within their daily lives.
- understand that mathematics is a powerful tool for communication.
- have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- make mathematical links with other areas of the curriculum and become aware of the uses of maths in the wider world.
- develop personal qualities such as perseverance, independent thinking, cooperation and self-confidence

Music Rationale

Our music curriculum aims to give children a rich knowledge, appreciation and skill set for music. We aim to give children the desire to listen to, discuss, play and compose a range of music, spanning many genres, cultures and times. Through music, children are able to explore their own emotions as well as global issues. The UN Declaration of Human Rights (Article 27) affirms the rights of everyone to 'participate in the cultural life of the community and to enjoy the arts'. Children learn how to express themselves through music: both instrumental and singing, as well as listening to existing songs or composing their own. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed. When performing to an audience, children are encouraged to use our learning behaviours of resilience, independence, focus, self-regulation, respect and boundaries to be a respectful and engaging performer and audience.

Intent:

Develop a mastery of the following skills:

- Singing
- Playing
- Rehearsing and performing
- Notating
- Listening and responding
- Describing and discussing

Develop knowledge of the following dimensions:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

Implementation:

At Newtown C of E Primary, we follow Hampshire Music Service's musical pathways and lesson plans to teach music lessons. These lessons are mapped out to build on previous learning. Medium term plans explicitly explain which of the musical skills and dimensions will be taught throughout that lesson.

Music is taught as an hour a fortnight and is supplemented through singing collective worship and singing in the classroom. Music is also played as the children enter and exit collective worship every day with an aim to help expand the musical knowledge. Key questions are given for children to think about whilst they are listening to the music.

Throughout music lessons, children are given opportunities to play a range of different instruments as well as developing their singing skills, which is built on through weekly singing practice. Children's increasing musical knowledge can be applied to a wide range of instruments which can be used for personal musical tuition as well as providing opportunities as they move on from the school. School also provide opportunities for children to learn instruments through peripatetic music teachers.

Impact:
The impact of music curriculum and Newtown C of E Primary can be seen through:

- Our children are engaged and excited by our music curriculum. The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives
- Our children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond
- Our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations
- Our children demonstrate and express their enthusiasm for music
- Our children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum

PDL Rationale

Our Vision

At Newtown C. of E. Primary School our Personal Development and Learning (PDL) curriculum further enhances our Christian ethos values and learning behaviours by giving our children the knowledge, skills and understanding they need to become confident, healthy and independent global citizens with a clear understanding of the importance of well-being, both physical and emotional. PDL is embedded throughout our curriculum to give depth to the children's understanding and allow them to experience PDL in a range of contexts. This is demonstrated through a carefully designed long term map, which takes into consideration all aspects of PDL, including the recent DFE changes to Relationship Education, Relationship and Sex Education and Health Education (RSE). We follow the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme, which is a spiral based curriculum covering all aspects of PDL, and this is further enhanced by our weekly PATHs (Promoting Alternative Thinking Strategies) sessions and our weekly behaviour strands collective worship, planned using the Six Strands of Well-being document. Where necessary, discrete lessons are taught for particular aspects, for example some aspects of RSE.

Intent

Through our PDL, PATHS, behaviour strand collective worships and RSE lessons, we aim for our children to explore their emotional and mental health and well-being, aspects of safeguarding and how to keep themselves and others safe, develop a healthy lifestyle (including healthy eating), develop financial awareness, learn about British values and citizenship, bullying (including cyber bullying) and drug, tobacco, and alcohol education. We plan opportunities for the children to meet with and question various members of our community for example from the local diocese, the Fire Service, Local Community Police Force, and visits from organisations such as the NSPCC. We also ensure there are opportunities for the children in fundraising in order to support their local community. In addition, we aim to embed the Clever never goes programme across the school, which has replaced the old stranger danger, to enhance our children's knowledge and understanding of how to keep themselves safe.

Implementation

- SCARF- spiral curriculum to support teaching of PDL lessons
- PATHS- promoting alternative thinking strategies lessons
- Teaching of learning behaviours through the use of six strands of well being
- The school continues to work with a counsellor, in response to the mental health needs of the children.
- The developed ELSA programme is in place for early identification of emotional awareness and management, anxiety, social skills and self-esteem.
- Therapy dogs
- Mental health day
- Favourite 5 books- A book within this to include a diversity text every half term. This is linked to the 'No outsiders' texts.
- No outsiders- Diversity and inclusion initiative to be developed
- School council for pupil voice and democracy
- JRSO (Junior road safety officers)
- After school clubs
- Visitors, trips and residentials
- THRVE interventions for key children
- Diversity day

Impact

At Newtown C. of E. Primary School our Personal Development and Learning (PDL) curriculum will give our children the substantive and disciplinary skills and understanding they need to become confident, healthy and independent global citizens with a clear understanding of the importance of well-being, both physical and emotional.

We believe our children will:

- Have the skills and knowledge to become healthy citizens
- To know how to keep themselves safe
- To understand personal hygiene
- The importance of wellbeing both physical and emotional
- *Have the social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education.*

P.E. Rationale

Intent

At Newtown C of E Primary School the skills, values and opportunities created through Physical Education play a vital part in the daily lives of our children. Physical activity not only has a positive impact upon academic learning but also the physical, mental and emotional well-being of our children.

The Physical Education curriculum within the school is underpinned through Physical Literacy, inspiring all pupils to thrive and excel in skill, understanding, competitive sport and aesthetic challenges of physical activity. Engaging in a broad and balanced PE curriculum enables all pupils to grow in competence and confidence, being challenged to embrace roles beyond the learner such as umpire, coach and official. PE also provides plentiful opportunities to build and mould character, embedding key transferrable values such as equality, teamwork and respect, which can be applied throughout the curriculum.

Imparting an appreciation of school sport provides all children with a sense of belonging, witnessing the power of sport in bringing together not only school but also the local and global community through various sporting events. The range of skills and activities delivered including; athletics, games, dance, gymnastics and swimming allow children to explore a range of positive experiences, which provide a healthy foundation to build upon instilling a life-long understanding of the benefits of an active lifestyle.

Implementation

The school upholds the government requirement of delivering a minimum of 2 hours of physical activity per week. PE planning is underpinned by the Get Set 4 PE scheme, which allows for purposeful learning, modelling of skills and self-exploration of rules and tactics across a wide range of key focus. In addition, children are provided with ample opportunities to develop skills through a well-populated extra-curricular timetable, delivered by school staff with sports / activities changing on a termly basis. We also have coaches from Pompey In The Community brought in to provide staff CPD and widen the opportunities available to our school community.

We aim to ensure that pupils:

- 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.
- We aim to ensure that KS2 pupils:
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball and rounders], 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 challenges both individually and within a team
- Compare their performances with previous ones using subject specific language and demonstrate improvement to achieve their personal best
- 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

Impact

We believe our children will:

- Participate in physical activity for sustained periods of time.
- Achieve a sense of enjoyment from being physically active, appreciating the benefits of healthy lifestyles.
- Demonstrate the values of equality, teamwork and respect, highlighting the discipline that sport can provide.
- Develop an awareness of fair play and sportsmanship enabling pupils to work effectively in competitive and cooperative situations.
- Engage in the processes of evaluating, reviewing and improving performance to achieve personal best.
- Engage in opportunities to compete and perform, having access to exit routes to encourage life-long activity.

Phonics Rationale

Phonics is taught daily across EY and KS1 and follows the fully validated SSP programme, Essential Letter and Sounds (ELS). Children in Year 1 and children who need further teaching in order for them to keep up receive Phonics lessons twice daily

Lessons follow an effective structure of a revisit of previous learning, teaching of the new sound or reading skill, giving children time to practise what they have been taught, and then an application task in which to apply the new skill. This ensures consistency across the whole school.

Phonics in EYFS

At the beginning of the year, children enjoy a range of activities to support Phase 1 of Essential Letters and Sounds: listening walks; sound discrimination tasks; rhyming; alliteration, oral segmenting and blending etc. They do this as part of their Family Group time.

Children have daily whole-class Phonic sessions. By the end of the year, the children will have been taught the Phase 2 and Phase 3 sounds and will have practised the skills in Phase 4. They will have also been exposed to some Phase 5 sounds.

Regular and robust assessments are carried out every half term and additional Phonic Interventions are in place to ensure that children 'keep up'. These Phonic interventions follow the Essential Letters and Sounds programme and are run by the class teacher.

Adults ensure that children take home a fully decodable book that matches their phonic ability. Children are expected to read this book at least four times during the week and their book will be changed once a week.

Phonics in Year 1

Children have two daily Phonic sessions where they will work through Phase 5.

Regular and robust assessments are carried out every half term and additional Phonic Interventions are in place to ensure that children 'keep up'. These Phonic interventions follow the Essential Letters and Sounds programme and are run by the class teacher.

Adults ensure that children take home a fully decodable book that matches their phonic ability. Children are expected to read this book at least four times during the week and their book will be changed once a week.

Phonics in Year 2

Children in Year 2 are grouped according to their needs based upon the results of their performance in the Year 1 Phonics Screening Check and upon regular and robust assessments of their phonics ability.

Adults ensure that children take home a fully decodable book that matches their phonic ability. Children are expected to read this book at least four times during the week and their book will be changed once a week.

Children begin ELS Spelling once they have become fluent readers. Children who are fluent readers then begin to take books home from the banded book scheme.

Assessment

Adults make on-going assessments throughout the daily teaching of Phonics. Children are assessed half-termly on their ability to read sounds in words. Assessments are taken from the ELS programme. All assessments inform next steps planning and children are targeted as part of focused groups.

Phonics Screening Check

The Phonics Screening Check in June is taken by all Year 1 children and children in Year 2 who did not pass the check in Year 1.

The check is carried out by an adult who is well-known by the children on a 1:1 basis.

Results are sent home to parents at the end of the academic year.

Year 2 Phonics retakes

Children who did not pass the Screening Check in Year 1 receive small group teaching relevant to their phonics needs using the ELS programme. Children are identified as 'priority readers' and are heard read by the class teacher, the LSA and any reading volunteers as a priority.

Year 3 – Children who did not pass the Phonics Screening Check in Year 2

Children who did not pass the Screening Check in Year 1 or 2 receive small group teaching relevant to their phonics needs, using the ELS programme.

Children who did not pass the Screening Check in Year 2 are identified as a priority reading group in Year 3. Adults ensure that children take home a fully decodable book that matches their phonic ability. These books are changed once a week.

RE Rationale

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10).

Religious Education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. RE helps children to combat prejudice, appreciate diversity and promotes the integral values of tolerance and respect. In this way, the RE curriculum contributes towards establishing British values and aids children's spiritual, moral, social and cultural development. RE has an important role in preparing pupils for adult life, employment and lifelong learning.

As a Church of England (Voluntary Controlled) school we value the place of RE in the school curriculum very highly and we aim to provide a rich and varied RE curriculum that enables learners to acquire a thorough knowledge of the Christian faith. Our School Christian Ethos Values of Love, Courage and friendship, which come from the teachings of Jesus, underpin everything we do. They are used as everyday reminders of how to be the best we can. Our hope and aim is that they are values that the children will live by throughout their lives whatever their faith.

Learners also develop knowledge and understanding of other world faiths and beliefs. Children today grow up in a multi-faith society and as such we are an inclusive school and we celebrate diversity. We believe that it is important to teach children to understand other world faiths and beliefs and to explore the similarities and differences alongside Christianity. Daily collective worship, creative activities, 'big' questions, role-play, discussion, visits, visitors, termly Church services, family collective worships and close links with Christ Church Stoke Road, Gosport, enable the children to learn about and learn from Christianity and other religions.

<u>Curriculum Intent</u>

The RE curriculum taught at Newtown should enable the children to receive the National Society's Statement of Entitlement (2011), which outlines that RE in Church schools aims to:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- develop understanding of religious faith as the search for and expression of truth;
- contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

<u>Curriculum Implementation</u>

The teaching of RE at Newtown is in keeping with government requirements and the statement of entitlement for children attending church schools. It is taught discreetly in half termly blocks, across all year groups and also taught through daily acts of whole school collective Worship and one class Worship per week. We also have a visit per week from the Christ Church team who deliver a lively and engaging Worship based on Christian faith. In addition to this we also have whole school acts of worship at Christ Church led by the children during Harvest, Christmas, Easter and end of the academic year. Christian values are an expectation across the school with our Ethos values complimented by our learning behaviours of focus, respect, resilience, boundaries, self-regulation and independence. Each

class has their own Spiritual area where children can read Bible stories and use the prayer pebbles providing an area of reflection.

Newtown follows the Hampshire Agreed Syllabus for planning and teaching RE. Every child has the opportunity to retrieve previously taught content through the use of half-termly retrieval tasks and the retrieval of subject-specific vocabulary and concepts is regularly revisited throughout lessons. The lessons for each year group are planned by the members of staff working within the year group. Following the units in the agreed Hampshire syllabus ensures that the lessons show progression across year groups, that the work is challenging and are also covering a range of different religions. The lessons are mainly taught by class teachers but in some cases, HLTAs teach this subject. During RE lessons children are taught subject knowledge about a particular religion and how people of that religion apply it to their lives. RE lessons teach tolerance, understanding and respect for people of similar and different faiths.

We feel that children's learning in RE is enhanced by basing each unit of work around a key concept or question. These concepts are structured through our long term planning to build upon previous knowledge and challenge children in each year group to ask questions and find out more at each stage of their learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Our medium-term plans give details of each unit of work for each term. The long term planning and medium term planning will be organised within the curriculum planning area within the shared resources folder.

Daily worship takes place either as a school or class. This always includes intrinsic links to our Christian Ethos Values of Love, Courage and Friendship. Worship is designed to be relevant, interesting and inspiring. We use prayer and reflection, songs and music, drama and stories to promote a sense of awe and wonder, giving the children opportunities to appreciate the spiritual dimension and to express themselves spiritually. The team from Christ Church also lead a weekly family collective worship with the children providing life links and understanding of the Christian faith.

Curriculum Impact

The RE curriculum is designed and delivered to develop the whole-child. Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge from which new learning will be established. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. Assessment is based on the areas of the HIAS cycle of enquiry every half-term. Gaining a substantive knowledge in RE such as, knowing the ten commandments or the five pillars of Islam, is crucial in that it allows children to apply their reasoning and evaluative skills with meaning and purpose. For example, children would only be able to consider and evaluate how a Christian or Muslim might respond to seeing litter if they have secure knowledge that the world has a creator which belongs to them and those following that faith have a duty of stewardship towards the earth. Creativity in RE encourages children to reflect upon their own ideas and beliefs and explore how different religions link or contrast with their own ways of living. Discovering and exploring their place in the world and their self-identity enhances their learning across the curriculum.

The area of assessment within RE is currently being developed where children are being encouraged to reflect on their own learning with self-assessment/peer assessment alongside their own response to the big questions.

Science Rationale

At Newtown C of E Primary we aim to provide high quality educational opportunities that give children an understanding of the world through the specific disciplines of biology, chemistry and physics.

Intent

Understanding the world involves guiding children to make sense of their physical world and their community.

EYFS

The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating.
It is important that children in Early Years begin to understand the need to respect and care for the natural environment and all living things. They are supported in exploring and talking about different forces they can feel and the differences between materials. They are encouraged to talk about changes they notice in their environment and begin to develop their vocabulary.

KS1

Children will be 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.

KS2

Children in KS2 (Y3&4) will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.

Children in KS2 (Y5&6) will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.

Implementation

In Science, every child has the opportunity to retrieve previously taught content through the use of half-termly retrieval tasks and the retrieval of scientific vocabulary and concepts is regularly revisited throughout lessons. The Science curriculum is delivered through a variety of practical investigations and hands on learning experiences. Using Science Learning Journeys, we carefully plan our Science units around the interests of the children. We make the most of our school grounds, where appropriate, and where possible, we link our Science to each terms' project learning. The children are exposed to real and relevant situations, scenarios and questions that build on children's prior knowledge and experiences. Through investigative approaches to science, children are encouraged to make predictions before testing and summarising their findings. We ensure that the right recording is made in order to demonstrate a wide range of skills, as well as to embed the key learning in each lesson and that data collection and analysis is progressive across the school.

Impact

Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

We deliver Science lessons through the use of a Learning Journey. It offers the children learning experiences designed to develop their substantive and disciplinary knowledge and to develop a range of scientific vocabulary.

Within Science our expectations at Newtown C of E Primary are:

- children will be able to think aloud and ask scientific questions
- the direction of the learning can be steered by children's wonderings and findings
- practical investigations provide the basis of the knowledge which is embedded for science learning; building on the previous year or phase
- children will record in different ways e.g. frequency chart, diagram/drawing, photographs and develop a deepening understanding of data collection and analysis as they move through the Key Stages.
- children are fully aware of fair testing and demonstrate a secure understanding of variables
- children to be able to suggest further investigative questions based on their findings
- children to have a balance of substantive and disciplinary knowledge.

Appendix 2

CLASSROOM MANAGEMENT AND ORGANISATION CHECKLIST

Class: _____ Teacher: _____

Organisation	Visual timetable	
	Named peg with a picture of their class animal	
	Door signs – call and response, staff and languages	
Displays	Book area with forward facing books	
	Favourite Five displayed	
	Birthday display	
	A maths numberline	
	ZOR Poster & 'check in' on external door	
	Kinetic letters display (tree, monkeys and letter family posters)	
Working Walls	Working walls backed in a laminated neutral colour.	
	Border colours – blue for English, yellow for maths, red for project, green for science	
	Writing working wall (including spelling morpheme grid)	
	Reading working wall	
	Maths working wall	
	Science working wall (including HIAS vocab)	
	Project working wall	
	Oracy working wall	
	Phonics working wall (KS1 only)	
	Presentation WAGOLL for maths	
	Presentation WAGOLL for reading/writing	
H & S	No daisy chaining of power leads	
	Fire doors kept clear of furniture	
	No electrical equipment in from home (unless PAT tested)	
Prayer Spaces	Low white table	
	Small wooden cross	
	Small wooden tree	
	School Bible	
	School prayer book	
	A box of 'Happenings' cards	
	Different coloured woven mats	
	3 bowls with 3 different coloured prayer pebbles	
	Tea-light (battery operated) and tea-light holder	
	4 images for spirituality	
	Difference books	

Books

In EYFS, the children should have:

o Name writing book
o Drawing club book
o Other work can be evidenced on Tapestry

In KS1, children should have:

o Phonics/Spelling folders
o Reading books
o Writing books
o Maths books
o Handwriting books
o History books
o Geography books
o DT books
o RE books
o Science books
o PDL books
o Art books
o Tapestry used for evidence in Continuous Provision
o Computing Folders
o Music Folders

In KS2, children should have:

o Reading books
o Writing books
o Maths books
o Handwriting books
o Spelling booklets (Essential Spelling and Word Knowledge)
o History books (with world history timeline in the back)
o Geography books
o DT books
o RE books
o Science books
o PDL books
o Art books
o French books
o Computing Folders
o Music Folders

- **All books must be labelled correctly using correct labels.**
- **All books must have NN stickers in the inside front cover**
- **Bookends must be stuck in every new learning journey for every subject**

Appendix 3

Marking expectations

Adult's code:

- The MITA triangle codes are used to show live feedback that has taken place in the lesson.
- Green pen/highlighter indicates a 'got it' comment/feedback including highlighting the achieved success criteria.
- Pink pen/highlighter is a 'think comment' to be responded to, this could include errors, corrections to be made and next steps. This includes spelling errors or errors in number formation.

Children's code:

- Children polish their own work in purple.
- Children respond to an adults marking in red (KS2)

Marking in English and Maths books:

Subject	Learning	Always	In depth
Maths	An LO for every lesson supported by widgits There should be something documented every lesson. This could include: • Children's written work • Photos • Context sticker • Tapestry upload	Initial to say who has marked learning. Use the MITA triangle codes to show where live marking has taken place. Incorrect answers should always be identified with pink dots. *However, if child has everything wrong and will receive support the following lesson, a comment to say 'we'll look again tomorrow' would be fine in order to avoid loss of confidence or upset by entire piece of work being marked as incorrect!* Incorrectly formed numbers should be picked up.	In-depth … something (other than non-negotiables or spellings) that requires a response by children. ○ Support prompt with request to try something again ○ A model given to do another sentence / calculation ○ Request for further development or additions to be made ○ Request for specific editing / amendments to be made ○ Question to clarify or develop ○ Request for explanation / reasoning ○ Extension or challenge
Reading		Initial to say who has marked learning. Use the MITA triangle codes to show where live marking has taken place.	
Writing		Spellings and non-negotiables should be picked up whenever appropriate. Any spelling errors of high frequency / common exception words / yr group spelling lists should be identified for child to correct (2-3 per piece of work).	

Marking in Foundation books:

Subject	Book	Stickers	Quantity of work	Comments	Marking
Science	Science book	Bookend to introduce new topic. An LO for every lesson supported by widgits Retrieval should be included at the start of every lesson.	Something in books for each lesson This can be piece of learning / recording or a 'today we….' explanation if didn't have recording.	Avoid work sheets with limited space for writing. Where possible, avoid plain paper spaces for written recording – use kinetic letter lines and trees to support letter formation and presentation across the curriculum. Consider that there should be some written work with more extended pieces of writing; written work with sentences and paragraphs and not just words / notes. **Art:** assessment within art should be limited to children's application of the skills and not their outcomes which can be subjective to individuals	Initial to say who has marked learning. Use the MITA triangle codes to show where live marking has taken place.
Geog	Geography book				
History	History book				
DT	DT book				
Art	Sketch book				
RE	RE book				
PDL	PDL book				
Computing	Computing folder				
Music	Music folder				

Appendix 4

Early Years Foundation Stage Our Curriculum & Assessment Overview



Introduction

This document sets out the purpose, principles and approach that underpin our Early Years Foundation Stage (EYFS) curriculum and assessment, at Newtown CofE Primary School. It provides a clear overview of what we want our children to experience, learn and achieve during their time with us, and explains how our curriculum is designed to meet the needs, interests and starting points of every child.

Our approach recognises that the early years are a unique and significant stage in a child's development. We believe that children learn best through secure relationships, meaningful experiences, exploration, play and skilful adult interactions. Our curriculum is therefore designed to be ambitious, inclusive and responsive, enabling every child to develop the knowledge, skills, understanding and characteristics they need to thrive.

This document explains how our core principles and curriculum aspirations shape the experiences and opportunities we provide. It outlines the importance of play, the role of adults, our approach to transition and partnership with families, and the ways in which observation, assessment and planning work together to support children's learning and development.

Assessment is used purposefully to develop a secure understanding of each child: what they know, understand and can do; their interests and motivations; and any barriers that may affect their learning. This understanding enables practitioners to respond effectively, adapt provision and teaching, and plan meaningful next steps. Assessment is therefore an integral part of the teaching and learning process, rather than an end in itself.

Central to our approach is a commitment to inclusion and high aspirations for every child. We recognise that children arrive with different experiences, strengths, needs and starting points, and our curriculum is designed to provide equitable opportunities for all. Through responsive practice, strong partnerships and an enabling environment, we aim to ensure that every child feels valued, develops a strong sense of belonging and is supported and challenged to make progress.

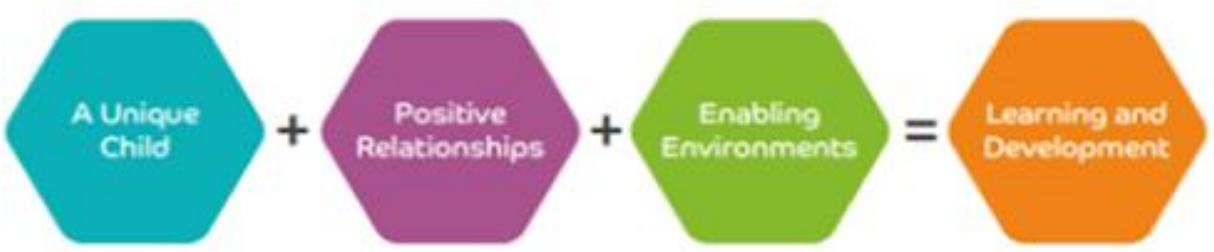
Ultimately, this document demonstrates how the different elements of our EYFS practice work together to create a coherent curriculum: one that is rooted in our knowledge of our children and community, shaped by purposeful experiences and meaningful play, and continually adapted in response to children's learning and development.

Our Core Principles

"Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances." **(DfE, 2021)**

At Newtown CofE Primary School, we believe that every child deserves a high-quality education and the very best opportunities to enable them to become confident, resilient, curious and independent learners. We recognise that the early years provide the foundations upon which future learning, development and wellbeing are built. We are therefore committed to providing high-quality teaching, meaningful experiences and an ambitious curriculum that equips children with the knowledge, skills and understanding they need for the present and prepares them for their future lives.

The Early Years Foundation Stage (EYFS) is underpinned by four guiding principles, which shape our practice and inform everything we do:



The Unique Child

We recognise that every child is unique and develops at their own pace. Children arrive at Newtown with different experiences, interests, strengths and starting points, and we value and celebrate this individuality.

We believe that children learn best when they feel happy, secure and actively involved in their learning. At Newtown, we strive to make learning irresistible, engaging and meaningful, while providing appropriate levels of challenge and support for every child. We take time to get to know our children, prioritising their interests, fascinations and curiosities, and use this knowledge to create purposeful learning opportunities that motivate and inspire them.

Our curriculum is ambitious for all children and responsive to their individual needs. We carefully consider what children already know and can do, alongside what they need to learn next, ensuring that every child is supported to make progress.

Positive Relationships

At Newtown, we believe that strong, positive relationships are at the heart of successful learning and development. We recognise our responsibility to build relationships based on trust, authenticity and honesty throughout our school community.

Through our extensive transition programme, strong **Key Person** approach and high-quality interactions, we develop secure and meaningful relationships with children and their families. We understand that children are more likely to explore, take risks and develop confidence as learners when they feel safe, valued and understood.

As an Early Years team, we continually reflect upon and review our practice, working closely with colleagues, children, families and the wider school community. This ongoing reflection enables us to ensure that our provision remains responsive to the needs and interests of our children and that they are motivated, enthused and actively engaged in their learning. Strong relationships also support continuity and progression. We work closely with colleagues across the school to ensure that children's experiences in the Early Years provide secure foundations for future learning and prepare them well for the transition into Key Stage 1 and beyond.

Enabling Environments

We believe that an enabling environment is fundamental to children's learning and development. Our learning environments are carefully designed and continually adapted to reflect the changing needs, interests and stages of development of the unique child.






At Newtown, we provide inviting, accessible and purposeful spaces that encourage children to explore, investigate, create and learn independently. Our indoor and outdoor environments are thoughtfully organised and personalised to our children. We use natural, neutral spaces alongside carefully selected, open-ended resources that encourage curiosity, creativity, problem-solving and sustained engagement. Our environments provide children with opportunities to make choices, follow their interests, revisit learning and take appropriate risks. Through carefully considered continuous provision and responsive enhancements, we create spaces that support both child-initiated exploration and skilful adult interaction.

Learning and Development

At Newtown, we believe that effective teaching and learning in the EYFS should enable every child to develop and make progress across all seven areas of learning. Our curriculum provides a carefully considered balance of child-initiated learning, purposeful play, adult-led experiences and high-quality interactions.

Observation and assessment are used to develop a secure understanding of each child's individual learning journey. We consider children's prior knowledge, strengths, interests and next steps in order to respond to their needs and plan meaningful opportunities for learning.

Our approach to **Objective-Led Planning**, informed by the work of Alistair Bryce-Clegg, supports practitioners to identify clear learning priorities while allowing children to engage with these through their own interests and choices. This enables us to provide timely support, appropriate challenge and responsive teaching, ensuring that all children are supported to flourish.

Through reflective practice, high-quality interactions, an ambitious curriculum and a deep understanding of every child, we aim to provide an Early Years experience in which every child feels valued, develops a love of learning and is supported to become a confident, capable and curious learner.

Understanding Our Children and Community

Newtown C of E Primary School is a vibrant, caring and energetic two-form-entry primary school with 361 pupils on roll. We are committed to achieving the very best outcomes for every child and work closely with the local authority and external agencies to continually develop and enhance our provision.

We serve a diverse community, including families from areas of high deprivation and children with a wide range of backgrounds, experiences and needs. Our school community has become increasingly diverse in recent years, with a significant increase in in-year admissions and children joining us from overseas. Currently, 26 different languages are spoken by our children with English as an Additional Language (EAL), and we actively celebrate the cultural and linguistic diversity within our school.
Many children enter our setting with attainment below that typically expected for their age, particularly in Communication and Language and Personal, Social and Emotional Development (PSED). We have also seen an increasing number of children joining the school with Education, Health and Care Plans (EHCPs).

Our understanding of our children and community directly shapes our curriculum. We provide an ambitious, inclusive and responsive curriculum that takes account of children's individual starting points while maintaining high expectations for all. Through high-quality teaching, strong relationships, carefully planned provision and effective partnership working, we aim to remove barriers to learning and provide every child with the opportunity to thrive and achieve their best possible outcomes.

Curriculum Aspirations

Our curriculum aspirations are informed by our observations of children at play, conversations with parents and families, information gathered through pre-school transition, and our knowledge and understanding of our local community. They reflect what we know about our children, their experiences and the world in which they are growing up.

This list is not exhaustive. Our curriculum, planning, practice and provision remain responsive to the children currently within our setting, taking account of their individual needs, interests, strengths and next steps.

Our aspirations are ambitious. They provide an overview of the knowledge, skills, experiences and characteristics that we would like our children to develop by the time they leave the Early Years. They are intended to provide a clear direction for our curriculum while remaining adaptable to the particular children on roll.

We recognise that every child is unique and that children will progress through the curriculum at different rates and in different ways. We therefore carefully consider the support, scaffolding and adaptations that individual children may need in order to access the curriculum and make progress. Our ambition remains high for every child, while recognising that the journey towards our curriculum goals will not look the same for all.

Through thoughtful planning, responsive teaching and inclusive provision, we strive to ensure that our curriculum is accessible to every child. We continually adapt our practice in response to children's needs, interests and development, supporting each child to make meaningful progress and achieve the very best outcomes possible.





Confident Communicators

We want our children to communicate confidently, share their ideas and feelings, and use language to think, learn and solve problems.

We want children to:

- Communicate their needs, thoughts and feelings in a way that works for them.
- Use visual supports, communication symbols and Makaton to aid understanding and expression.
- Listen carefully and respond appropriately.
- Use a growing vocabulary to explain their ideas.
- Develop a love of stories and confidently retell key texts.



Kind and Respectful Citizens

We want our children to show love, courage and friendship by caring for themselves, others and the world around them.

We want children to:

- Build positive relationships with others.
- Respect and celebrate differences.
- Help care for their environment and understand how they can make a positive difference.
- Develop a sense of belonging within their community.
- Learn about and take pride in Gosport, understanding what makes it a special place to live and learn.



Active Explorers of the World

We want our children to develop curiosity about the world around them through exploration, outdoor learning and first-hand experiences.

We want children to:

- Be physically active and confident.
- Explore, investigate and solve problems.
- Learn about and care for the natural world.
- Take pride in their allotment by planting, growing and harvesting fruit, vegetables and flowers.
- Develop a lifelong love of learning through meaningful outdoor experiences.



Resilient and Independent Learners

We want our children to show love, courage, resilient and proud of themselves, showing a 'can do' attitude when faced with challenges.

We want children to:

- Persevere when learning is difficult.
- Manage their emotions appropriately.
- Take responsibility for thenrselves and their belongings.
- Meet their own personal care needs.
- Develop confidence, self-belief and pride in their achievements.



Our Curriculum Drivers

Communication and Language

We recognise that many children enter our setting with communication and language skills below those typically expected for their age. Developing children's vocabulary, speaking, listening and understanding is therefore a central priority within our curriculum. Through high-quality interactions, rich texts, storytelling, songs, sustained shared thinking and meaningful conversation, we provide children with the language they need to express themselves, build relationships, access learning and make sense of the world around them.

Makaton is embedded throughout our daily practice to support communication for all children. We learn and use weekly Makaton signs and incorporate *Singing Hands* into our daily routines, helping children to develop confidence, understanding and participation through speech, sign and song. We also place a strong emphasis on oracy, creating regular opportunities for children to listen attentively, engage in discussions, share ideas and develop as confident communicators.

Personal Development and Independence

We want our children to develop confidence, resilience, self-regulation and independence. Through nurturing relationships, consistent routines and carefully planned opportunities for choice, challenge and responsibility, children learn to manage their feelings, develop positive relationships and take increasing ownership of their learning.

The Zones of Regulation provide a shared language for recognising, understanding and managing emotions, supporting children to develop self-awareness and emotional regulation. Our Year 6 Buddy programme further supports children's wellbeing and sense of belonging, providing positive role models and opportunities to develop relationships across the school community. We aim to equip children with the skills and dispositions needed to persevere, solve problems and approach new experiences with confidence.

Belonging, Community and Cultural Understanding

Our diverse school community provides rich opportunities for children to learn about themselves, others and the wider world. We celebrate different cultures, languages, experiences and family backgrounds, helping children to develop a strong sense of belonging and identity.

This curriculum driver is strengthened through our Religious Education, Personal Development and Learning and Difference Curriculum, which encourage children to explore values, beliefs, cultures and experiences both within and beyond their own communities. Through meaningful experiences and positive relationships, children learn to value diversity, show respect for others and understand their role within both the school community and the wider world.

Curiosity and Exploration

We aim to foster children's natural curiosity, creativity and enthusiasm for learning. Through play, investigation, enquiry and first-hand experiences, children are encouraged to ask questions, explore ideas, solve problems and make connections in their learning. Weekly Forest Friday sessions and regular gardening opportunities alongside Grandad Bob provide rich experiences that encourage children to explore the natural world, develop practical skills and build a sense of responsibility for their environment. These experiences promote observation, curiosity, resilience and collaboration while helping children develop a deeper understanding of the world around them.

Progression Through the EYFS Curriculum

Learning in the Early Years builds progressively over time. Our curriculum is designed to ensure that children develop secure knowledge, skills and understanding through a carefully sequenced combination of adult-led teaching, continuous provision, enhanced provision and purposeful play.We begin by establishing what children already know, understand and can do through our transition process, baseline assessment and ongoing observations. Practitioners use this information to build upon children's existing knowledge and experiences, ensuring learning remains appropriately challenging and meaningful.

Knowledge and skills are revisited regularly and applied in different contexts so that learning becomes increasingly secure. As children move through Reception, they develop greater independence, confidence and resilience, enabling them to apply their learning across the seven areas of learning and become increasingly prepared for the expectations of Key Stage 1.

What We Want Children to Know, Do and Experience by the End of Reception

By the end of Reception, we aspire for every child to leave Newtown as a confident, capable and enthusiastic learner who is well prepared for the next stage of their education. We want children to:

- Communicate confidently and express their ideas using an increasingly rich vocabulary.
- Build positive relationships and show kindness, empathy and respect for others.
- Demonstrate independence, resilience and confidence when faced with challenge.
- Apply their early reading, writing and mathematical knowledge with increasing fluency.
- Explore the world around them with curiosity, creativity and enthusiasm.
- Appreciate and celebrate diversity within their community and the wider world.
- Engage in purposeful play, problem-solving and enquiry.
- Demonstrate the Characteristics of Effective Learning by playing and exploring, actively engaging and thinking creatively and critically.

Alongside these outcomes, we aim for all children to experience a rich and memorable curriculum that includes high-quality texts, outdoor learning, Forest Friday, gardening, visitors, visits and wider opportunities that broaden their understanding of the world.

Our Curriculum Overview and Design

OUR CURRICULUM OVERVIEW

Our EYFS curriculum is broad, balanced, ambitious and responsive. We put children at the heart of everything we do and recognise that every child arrives with their own experiences, strengths, interests and needs.

Our curriculum is designed to provide children with the knowledge, skills and experiences they need to flourish. It is rooted in the EYFS Framework and shaped by our understanding of our children, their families and our diverse community. Through carefully planned teaching, purposeful play, high-quality interactions and meaningful experiences, we support children to develop as confident, curious, resilient and independent learners.

WHAT DO CHILDREN EXPERIENCE AT NEWTOWN?

HOLISTIC DEVELOPMENT
Supporting the whole child through their interests, the EYFS Framework and high-quality planning informed by ongoing assessment.

CHRISTIAN ETHOS AND VALUES
Developing a strong sense of belonging, respect and value within our school community.

POSITIVE RELATIONSHIPS
A strong Key Person approach and an Early Years team that knows each child as a unique individual.

INTERACTION AND PLAY
Opportunities to explore, communicate, collaborate and develop through meaningful play and high-quality adult interactions.

HIGH ASPIRATIONS FOR ALL
Appropriate challenge and support to enable every child to make progress from their individual starting point.

AN ENABLING ENVIRONMENT
Safe, stimulating and responsive spaces that promote curiosity, creativity and independence.

A LANGUAGE-RICH CURRICULUM
Rich opportunities for rhyming, singing, speaking, listening, storytelling, reading and writing, supported by a love of vocabulary and high-quality interactions.

ENRICHING CORE EXPERIENCES
Including Welly Walks, gardening and growing, library visits, local visits, carefully chosen hooks and books, nursery rhyme experiences and messy play.

SPECIFIC TEACHING
Purposeful teaching of life skills, phonics and early mathematical skills.

ABOVE-AND-BEYOND EXPERIENCES
Memorable opportunities such as the pantomime, farm visits, church visits and hatching chicks.

OUR CURRICULUM DESIGN

Our Early Years curriculum is unique to Newtown and to the children and families we serve. It has been carefully designed to reflect our school's Christian ethos and values, our diverse community and our deep understanding of our children's interests, needs and starting points. While our curriculum provides clear ambition, coverage and progression, it remains flexible and responsive, allowing practitioners to build upon what motivates and fascinates the children.

We build upon what children already know and can do while introducing new knowledge, skills and experiences that extend and deepen their learning. We celebrate each child's uniqueness, nurture self-esteem and maintain high aspirations for every learner.

Many children join Newtown with knowledge and skills below those typically expected for their age. Communication and Language, Personal, Social and Emotional Development and Physical Development are therefore key areas of focus, providing essential foundations for learning, wellbeing and independence.

We have identified a need to develop children's communication skills and vocabulary. As a result, language and oracy are woven throughout our curriculum, planning, practice and provision. We create a language-rich environment where adults model high-quality talk, support social interaction and introduce and revisit vocabulary through conversations, stories, songs, rhymes and shared experiences.

We recognise that some of our children have limited access to outdoor space. Outdoor learning is therefore an important part of our curriculum. Experiences such as our Welly Walks and gardening and growing in our allotment help children to build confidence, physical strength, coordination, resilience and a sense of awe and wonder about the world. Our indoor and outdoor environments continue to evolve in response to children's interests and developmental needs.

Our curriculum is broad, balanced and appropriately challenging. It takes account of each child's starting point and provides equitable opportunities for all, with clear coverage and progression across the seven areas of learning. Through enticing hooks, high-quality texts, purposeful teaching and memorable experiences, we engage children in rich, meaningful learning and develop transferable skills for life.

We use the EYFS Framework and Development Matters to support our understanding of children's learning and development, including the essential foundations of early number, phonics and writing. However, we tailor how learning is taught and experienced to our children. Assessment, observation and professional knowledge help us respond to interests and needs, provide appropriate scaffolding and challenge, and adapt provision so every child can make meaningful progress.

In summary...

Our curriculum combines clear ambition with responsive practice. It is shaped by our knowledge of our children and community and brought to life through strong relationships, purposeful play, high-quality teaching, enabling environments, rich language and memorable experiences. We want every child to feel valued, to develop a love of learning and to leave the Early Years with secure foundations for the next stage of their education.

The Importance of Play and the Role of the Adult

At the heart of our Early Years curriculum is play. We believe play provides meaningful opportunities for children to explore, make connections, develop knowledge and practise and apply emerging skills. Through play, children can follow their interests, test ideas, solve problems, take risks and make sense of the world around them.

A key part of our approach is autonomy and child agency. Children are most deeply engaged when they can make choices, follow their interests and take ownership of their learning. This encourages sustained engagement, perseverance, revisiting experiences and making meaningful connections. Appropriate autonomy does not mean children learn alone; skilled adults create the conditions for children to become active participants in their learning.

The role of the adult is fundamental. Practitioners use their knowledge of child development and each individual child to decide when to observe, when to interact, when to challenge and when to step back. Through careful observation, adults identify children's interests, strengths, thinking and next steps. They then use purposeful interactions, modelling, questioning, vocabulary and sustained shared thinking to extend learning and provide appropriate challenge and scaffolding.

Our enabling environment supports this approach by providing security, independence and opportunities for exploration, challenge and risk-taking. Open-ended resources and thoughtfully planned spaces encourage children to make choices, use their imagination, revisit learning and develop their own ideas.

We recognise the importance of both child-initiated and adult-led learning. Key knowledge and skills, including mathematics, literacy and phonics, are taught through purposeful teaching and then reinforced and applied through play and carefully planned continuous and enhanced provision. Half-termly themes provide a context for learning through whole-class teaching, small-group work, high-quality texts and play, while remaining responsive to children's interests and emerging fascinations. Through this balanced approach, play is not separate from learning; it is a vital vehicle through which children explore, practise, apply and deepen their understanding. By combining purposeful teaching, child autonomy, an enabling environment and skilful adult interaction, we create an Early Years curriculum in which children are confident, active and engaged learners.





Our Transition Process-Shaping our curriculum

We recognise that successful transition begins before children start school. Throughout the year, children and families have opportunities to become familiar with our setting through weekly Stay and Play sessions, new-entrant events, Ready Steady School sessions and home visits. Following admissions, we also visit children in their preschool settings to develop a deeper understanding of their experiences, interests, strengths and needs. Where appropriate, we use Transition Partnership Agreements (TPAs) to provide additional support for children who may be vulnerable during the transition into school.

Through this carefully planned and cohesive transition programme, we build a holistic picture of each child and use this knowledge to inform our curriculum. Combined with the expertise of our highly skilled practitioners and their understanding of child development, this enables us to provide a curriculum that is responsive to children's starting points and builds knowledge and skills through a clear and logical progression.

Working in Partnership with Families and Other Professionals

We recognise that families know their children best and that strong partnerships are essential to supporting children's learning, development and wellbeing. We take a **holistic view of each child,** considering their experiences, strengths, interests and needs both in and outside of school.

We work closely with families and a range of **external agencies and professionals** to ensure children receive the right support at the right time. As part of the **Portage Transition Programme**, we work collaboratively with Portage practitioners to support children and families as they prepare for the transition into school. This enables us to share information, understand children's individual needs and ensure that appropriate strategies and support are in place from the beginning.

Where appropriate, we also work with other professionals and agencies, sharing expertise and information to provide a consistent and coordinated approach. This collaborative working helps us to identify needs early, remove barriers to learning and ensure that children receive appropriate support to achieve their potential.

We maintain an ongoing dialogue with families through **Tapestry, Stay and Play sessions, parents' meetings, school events and our Parent Forum**. These opportunities allow us to share information, celebrate children's achievements and work together to support learning at home and in school.
By building strong relationships with families, Portage and other professionals, we ensure that **children experience a consistent, supportive and well-connected approach to their learning, development and transition into school.**

Observation, Assessment and Planning

Assessment in the Early Years exists to support children's learning and inform our curriculum. Much of our assessment is formative and takes place naturally through adult-led teaching and observation during Discovery Time. This allows practitioners to identify children's needs, respond in the moment and make a meaningful difference to their learning. We track children's progress through Objective-Led Planning, informed by the work of Alistair Bryce-Clegg.

At the beginning of the year, we complete the National Baseline Assessment and continue to track progress at key points throughout the year. Senior leaders work alongside class teachers to analyse assessment information and identify actions for individuals or groups of children. Internal and external moderation support the accuracy and consistency of our judgements, ensuring assessment is robust, purposeful and leads to appropriate action.

Our Assessment Objectives

Our assessment enables us to:

- Work in partnership with parents and families to support learning at home and in school.
- Engage children in conversations about their learning and how they learn, developing early metacognitive thinking.
- Identify children who may require additional support or have SEND, and monitor their progress through regular pupil progress meetings.
- Check that individuals and groups are making appropriate progress and respond promptly when additional support is needed.
- Provide clear information to parents and the receiving Year 1 teacher at the end of the year, ensuring continuity in children's learning across the primary phase.

How Assessment Feeds into Planning

The most powerful assessment often happens in the moment. Practitioners notice what a child knows, understands or is attempting and respond appropriately to deepen and extend their learning.
Depending on the child and the situation, practitioners may:

- Step back, observe and encourage the child to persevere independently.
- Join the play or conversation to extend thinking, model language or demonstrate a skill.
- Reflect on what they have observed and adapt the provision, introduce new resources or plan a specific experience.

Much of this assessment does not need to be recorded. Instead, it is reflected in the minute-by-minute decisions practitioners make during interactions and play. Practitioners draw on their knowledge of child development, the curriculum and effective pedagogy to judge when to intervene, when to challenge and when to allow children the time and space to explore independently.

Assessment is focused on identifying what children know, understand and can do, and what they need to learn next. Practitioners understand how knowledge and skills build over time and use this understanding to provide appropriate scaffolding without creating unnecessary dependence.

Assessment directly informs provision planning. For example, practitioners may maintain an area of provision to give a child further opportunities to practise and master a skill, or introduce new resources and experiences when a child is ready for the next stage of learning. In this way, assessment and planning are closely connected and responsive to children's individual needs and interests.

Evaluating the Impact of Our Curriculum

The impact of our curriculum is evaluated continuously through observation, assessment and professional dialogue. Leaders and practitioners work collaboratively to ensure that the curriculum remains ambitious, inclusive and responsive to the needs of all children.

We evaluate the effectiveness of our curriculum through:

- Ongoing formative assessment and observation.
- Pupil progress meetings.
- Internal and external moderation.
- Learning walks and provision reviews.
- Analysis of attainment and progress data.
- Discussions with children, families and professionals.
- Reflection on the quality of teaching, provision and children's learning experiences.

Assessment information enables leaders and practitioners to identify strengths, address areas for development and make informed decisions about curriculum design and provision.

Measuring Progress

Children's progress is considered in relation to their individual starting points. We use a range of evidence, including observations, interactions, objective-led planning and statutory assessment, to monitor how children develop across all areas of learning.

Particular attention is given to vulnerable groups, including children with SEND, disadvantaged children and those with English as an Additional Language, ensuring support is targeted effectively and barriers to learning are identified and addressed promptly.

Characteristics of Effective Learning

Alongside academic achievement, we place significant value on the Characteristics of Effective Learning. These characteristics help children become successful learners and provide important foundations for future achievement.

We want children to:

- Play and explore with confidence and curiosity.
- Maintain focus and demonstrate perseverance.
- Think creatively and critically.
- Make connections and apply their learning independently.

Readiness for Year 1

A key measure of curriculum effectiveness is children's readiness for Year 1. Through our curriculum, we aim to ensure children leave Reception with the knowledge, skills, behaviours and attitudes needed to access the Key Stage 1 curriculum successfully.

Children leave us as increasingly independent learners who can communicate effectively, build positive relationships, regulate their emotions and engage positively with new learning opportunities.

EYFSP Outcomes

EYFSP outcomes provide one measure of curriculum effectiveness and are considered alongside a wider range of assessment information. Leaders analyse outcomes annually to identify strengths, trends and priorities for development, ensuring continuous improvement remains central to our Early Years provision.

SEND and Inclusive Practice

At Newtown, we are committed to providing a highly inclusive and supportive environment in which every child is valued and enabled to achieve from their individual starting point. We recognise and celebrate every step in a child's learning, however small.

We provide a welcoming environment where children receive support based on their individual needs. Where additional needs are identified through transition, assessment or ongoing observation, we work closely with families and relevant professionals to understand the child, identify barriers to learning and provide appropriate support.

For children with SEND, assessment focuses on what the child can do, what they are working towards and the barriers that may be affecting their learning. Practitioners use this information to plan targeted opportunities within everyday provision. For example, a child who finds it difficult to initiate play, share or take turns may be supported through carefully planned activities with a peer or adult who can model and scaffold these skills.

Butterfly Class – Specialist Resource Provision

Butterfly Class is our specialist resourced provision, supporting children with additional needs who meet the criteria for this provision. Some children access Butterfly Class as part of the provision outlined in their Education, Health and Care Plan (EHCP).

We work closely and collaboratively with the Butterfly team, families and other professionals to ensure that children receive consistent and appropriate support across their learning environments. This includes sharing information, strategies and expertise to ensure that provision is responsive to each child's individual strengths, needs and outcomes.

Children who access Butterfly Class remain an important part of their mainstream class community and, where appropriate, continue to learn alongside their peers. We work together to provide opportunities for children to develop their independence, communication, relationships and engagement in learning, while ensuring that the support they receive reflects their individual needs and EHCP outcomes.

This collaborative approach enables us to provide inclusive, personalised and consistent support, ensuring that every child is valued, included and supported to make progress from their own starting point.

To conclude…

At Newtown CofE Primary School, our Early Years curriculum is rooted in a deep understanding of child development, our community and the unique strengths and needs of every child. Through ambitious curriculum goals, meaningful play, high-quality interactions, strong partnerships and responsive assessment, we provide children with the knowledge, skills and experiences they need to thrive. We believe that every child deserves to feel safe, valued and successful, and we are committed to creating an inclusive environment where all children can develop confidence, curiosity, resilience and a lifelong love of learning. By working collaboratively with families, professionals and the wider school community, we ensure that children leave the Early Years as capable, independent learners who are well prepared for the next stage of their education and future success.