

Teaching and Learning Policy 2022

AIM OF POLICY

- To embed a knowledge-rich, memory-friendly pedagogy (sticky knowledge) into the teaching & learning fabric of the school
- To provide a reference point for subject-leaders in curriculum planning and monitoring. There are clear expectations for subject-leaders in terms of the effective implementation of the pedagogy.
- To provide guidance for teachers in the implementation of a sticky knowledge pedagogy in the classroom
- To be aware of and work towards end-points in each subject
- To be aware of and use the monitoring resources linked to the policy, ensuring that it is being consistently implemented
- To describe a range of pedagogical approaches being explored by the school in order to enhance sticky knowledge
- To provide subject-specific intents, implementations and impacts

INTENT

Our intent is to provide a programme of education which is rich in powerful knowledge and underpinned by strong values. Powerful knowledge is knowledge seeped in the traditions of each subject which empowers our children to engage fully in their lives now and in the future.

For the children, we call this knowledge 'sticky knowledge' because we want them to understand that this is knowledge of such value it should stay with them forever. Our curriculum is both broad and deep, and is presented in a way to help knowledge stick by:

- ensuring that the entire national curriculum is well taught for all children
- strengthening the curriculum with cultural knowledge – the people, innovations and ideas which represent the very best of each subject – being mindful of those who have been overlooked in the past and ensuring diverse representation
- having a 'memory-friendly' pedagogy which particularly enables the children from our vulnerable groups, PPG, SEND and EAL, to learn successfully
- explicitly teaching the 'science' of sticky knowledge, bringing children on board with their improving ability to learn
- constructing a fluent curriculum where connections are easily made and learning is built upon
- ensuring that learning is suitably challenging while remaining mindful of cognitive overload
- encouraging children to consider how each topic is personally relevant to them and promoting a culture of life-long learning
- infusing teaching and learning with strong shared values and an ethos of working together

IMPLEMENTATION

Creating a cohesive curriculum

1. Our curriculum starts with the National Curriculum: subject leaders create whole-school subject sequences of learning, with due reference to the National Curriculum, ensuring that each year group is teaching age-appropriate knowledge which builds upon prior learning and feeds forward to agreed end-points.
2. Subject leaders also create sticky knowledge mats for each topic detailing the National Curriculum expectations in addition to the cultural knowledge children are expected to learn with a focus on diversity. In developing the sticky knowledge mats, subject leaders are mindful of the need to balance challenge with

cognitive overload. These mats also provide suggestions for assessment. There are also sticky knowledge mats for grammar concepts and for maths.

3. From the subject sequences of learning, year group teams construct curriculum maps for the academic year including specific links to prior knowledge (green) and across subjects (blue). The links to prior knowledge enable teachers to plan the first lesson of each topic, reminding children of what they already know and how they will build upon their knowledge.
4. Science and foundation subjects are planned lesson by lesson towards an agreed end-point (sticky knowledge mats) for each topic. Planning also includes differentiated end-points and learning for SEND children and those working at Greater Depth plus assessment activities for all groups. This is also true for maths and for English but the learning objectives are derived from the White Rose schemes of learning and Target Tracker respectively.
5. When planning for children with SEND, teachers refer to Pupil Profiles and any other information in order to ensure that learning reinforces any relevant targets and is appropriately differentiated whether that be in terms of end-point expectation or level of support.
6. When planning for children working at greater depth, teachers consider the characteristics of children who require more cognitive challenge and this is reflected in the activities planned for them so that they are:
 - a. Working independently beyond ARE including research, problem-solving and abstract thinking
 - b. Developing advanced language skills which they apply with precision
 - c. Applying what they've learned in one area of a subject to other areas
 - d. Applying their knowledge consistently, confidently, fluently and flexibly
 - e. Being able to explain what they have been doing to others, including teaching other children what they have learned.
7. Some teachers add further detail to their planning, especially in KS1, in order to add structure to their lessons. KS2 teachers often create PowerPoints which include learning objectives, success criteria, differentiated tasks and reviews. It is recognised, that at the point of lesson delivery, different teachers prefer to work in different ways. However, in order to provide consistency, pedagogical policies must be adhered to including the Planning, Feedback and Assessment policy.
8. Subject leaders and the Senior Leadership Team monitor planning and assessment in order to ensure that sticky knowledge is being taught and learned, feeding back to teachers over inconsistencies, dealing with misconceptions and supporting individuals/groups of learners.

Teaching, learning and assessing the curriculum

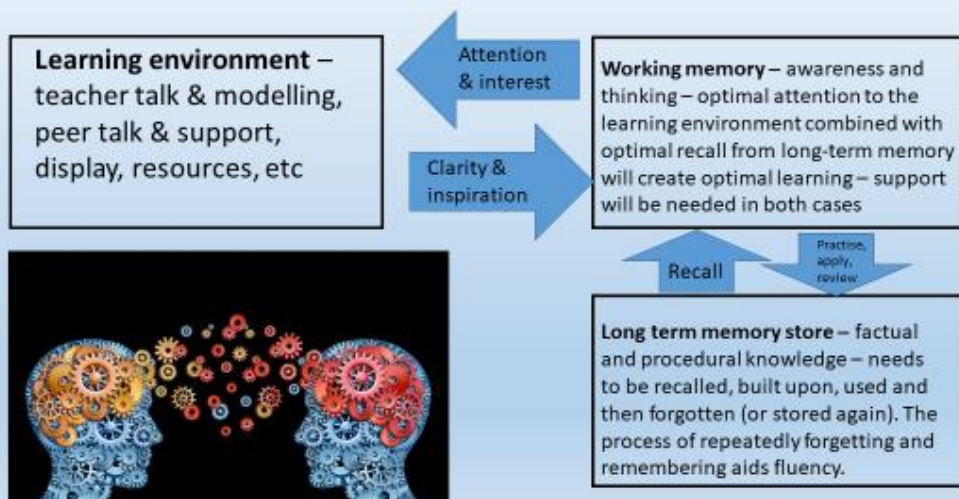
Each unit must include:

- at least one lesson at the beginning which explicitly refers to prior learning – what was learned and when – and encourages children to understand that they have strong foundations from which to build their learning

Most lessons will include the following key elements:

- **impacting new knowledge** (usually the teacher/TA) and **recalling relevant knowledge** (usually the child) – combining both in the working memory (**building on**)
- **practising and applying the knowledge** (rote and elaborative rehearsal, problem-solving) – moving knowledge into the long-term memory (making it sticky) and/or using the knowledge in meaningful ways
- **cognitive closure** – choosing the most important bits to store in long-term memory

Model of the mind



Engaging children in the learning

At the point of learning, children need to be focussing their attention and recalling their knowledge, applying energy to their own learning. For the best lessons, teachers and children will be equally active. Many children will be naturally curious, others will need motivating.

Recall

Thinking occurs when children combine information from the environment (the lesson) with what they already know (long-term memory) in new ways. This combination happens in the working memory and this is why recall of long-term memories (sticky knowledge) into the working memory is so important.

At the beginning of every lesson, children have an opportunity to recall relevant knowledge and be clear how it links with the learning objective. Teachers refer to schemes of learning and curriculum maps so that they too are clear about prior learning and how to build on it. It is important to keep reminding children to draw on their sticky knowledge.

Rote and elaborative rehearsal

Rote rehearsal is usually practising a procedure whether it is how to spell a word, add 3 digit numbers, blend colours, play an instrument, kick a ball, conduct a fair test, etc. What is common to all these procedures is that they should be done in a specific way to be effective.

Therefore the practice activities provided enable children to use the correct procedure with increasing fluency Rote rehearsal eases anxiety for children while they get to grips with the procedure or concept. Teacher should move on to elaborative rehearsal when the children are secure.

Elaborative rehearsal is building on knowledge in new and exciting ways. It is still practice but in a way which actively links to prior learning, sometimes in other subjects or contexts, and creates a deeper understanding. These activities are open-ended and involve investigation, discussion and debate, trial and error, imagination and creativity. Anything transformational - drawing a poem, turning maths procedures into mini-dramas, telling a story about a science concept, dancing a map, finding the maths in music, singing history – constitutes elaborative rehearsal.

Guided practice

Guided practice is an important and universal strategy for teaching at Bengo. Based on Vygotsky's ZPD, it is commonly described as 'I do, we do, you do' and means that teachers move from modelling to shared learning to independence within one lesson, aiding fluency and avoiding misconceptions.

Applying sticky knowledge to problem-solving

A 'problem' is work that presents a moderate challenge, including things like understanding a poem or thinking of interesting sandwich fillings. Children need regular opportunities to use their knowledge independently and apply it to a problem (in most lessons) or investigation (at least once per unit).

Cognitive closure

Cognitive closure describes the process whereby the working memory selects what will be passed to the long-term memory and what will be discarded. It completes the rehearsal process and attaches sense and meaning to new learning, enhancing the likelihood of it being retained. It is different from review when the teacher does most of the work.

It is usually at the end of the lesson in order to tie everything together. It should involve attaching importance to the key parts of the lesson, usually at least mentally. It will always help to talk it through and, for older children, write it down.

Examples:

"In your head, I would like you to say to yourself the 3 most important things you learned today about... Be prepared to explain to your talk partner."

"In your head, think about what you learned today and how it linked/built upon something you had learned already. Be prepared to explain to your talk partner."

"Here are 3 possible future uses for what you learned today. Think, in your head, which one you can see yourself doing or think of another use. Write down your thoughts."

The dialogic approach

A dialogic approach gives children opportunities to contribute to classroom discussions in a variety of ways in order to explore the limits of their own understanding. In a dialogic classroom children's talk is valued and promoted. The teacher acts as a facilitator to encourage children to think deeply and justify their responses, enabling them to build on each other's ideas. It also enables children to practise new ways of using language as a tool for constructing knowledge. It is:

- **Collective** - children address learning tasks together
- **Reciprocal** - children listen, share and consider alternative viewpoints
- **Supportive** – children express themselves freely and safely, without embarrassment, coming to a common understanding
- **Cumulative** – children build on their own and others' contributions and chain them into a coherent line of thinking
- **Purposeful** - The discussion is planned and structured with specific learning views or outcomes

Key principles of the dialogic approach:

- Give children confidence and opportunities to ask questions
- Allow time for paired and group discussion
- Use a range of questioning strategies
- Ask children how they feel
- Ask open-ended questions
- Promote a balance of talk between teacher and children
- Discuss misconceptions
- Model thoughts out loud

Metacognition and children's knowledge of the role of memory

Children are provided with information about how the brain works and the role of memory in particular. They are encouraged to relate this knowledge to their own learning processes and helped to understand how it can enhance their acquisition of knowledge. The key facts they learn are:

- Attention and focus are the starting points of learning
- Building on knowledge, making links, having your own ideas, adapting and applying knowledge all contribute to securing knowledge in long-term memory
- Practising procedures and recalling knowledge repeatedly strengthens neural pathways (fluency)
- Choosing what to remember helps the memory process
- Knowledge can be elusive and requires some perseverance in recalling (playing hide-and-seek with memories); the process of forgetting and remembering, however, strengthens memory
- Learning collaboratively will benefit everybody ('Two brains are better than one.')

It is recognised that the more children know about the learning process, the more motivated they will feel to develop a conscientious approach to their own learning.

Self-regulation and values

In addition to knowledge, teachers help children become self-regulated learners by developing the following executive functions:

- Focusing on learning
- Planning and organising
- Flexibility and emotional resilience
- Metacognition and reflection

Teaching and learning is also underpinned by our vision and values.

At Bengo, we are a happy school community where children develop the curiosity, resilience, passion and knowledge to achieve and thrive.

Be ready, be responsible and be respectful.

SEND

It is important to identify where in the learning journey children with SEND are struggling and ensure support reflects their need. The common learning 'traps' to look out for are as follows:

Trap 1: Learning may not make it into the working memory due to problems with attention, speech/language or anxiety. Ensuring children are supported by sensitive Talk Partners is one way to help with attention and vocabulary,

providing regular opportunities for low-stakes discussion. Providing visual and practical models as well as word banks will also support children trying to understand new concepts.

Trap 2: Children with learning difficulties will often struggle with cognitive overload as they may lack the building blocks of their peers. Therefore they will need knowledge presented to them in small steps and/or be provided with the building blocks they lack (scaffolding). It may be that the planned end-point is also differentiated so that they do not have more to learn than their peers.

Trap 3: Children with SEND often have difficulties with recall. This may be because they believe, as many children do, that if they cannot recall an answer immediately that they will never be able to so give up easily and/or guess. They will need lots of practice in persevering with recall, picking up clues from their peers or the learning environment and playing hide-and-seek with their memory – it is important for them to understand that the struggle to retrieve makes the memory stronger. This strategy depends on a lot of patience from those working with children with SEND and it is essential not to reteach before they have struggled; lessons need to be organised and differentiated in order to allow *all* children to struggle. Mnemonics, rhymes, metaphors, etc, will all help children to recall.

IMPACT

Assessment drives pupil progress and outcomes. There are robust assessment procedures (see policy) which ensure that teachers quickly understand what children know and to what degree, in addition to what helps and what hinders each child.

As a consequence:

- All children make good progress from their individual starting points academically, emotionally, creatively, socially and physically
- All children, including SEND and PPG, achieve the best possible outcomes
- Children are conscientious, confident and curious – applying themselves to learning and doing their best, producing work, across the curriculum, of high quality
- Knowledge, understanding and skills are secured and embedded in part due to children’s metacognition and increasing understanding of the role of memory in their learning
- Children listen respectfully and with tolerance to the views of others; they display good communication skills, both written and verbal
- Children demonstrate emotional resilience and are able to persevere through challenges
- Children demonstrate inclusive attitudes and have a sense of responsibility towards the wider society
- Children are fully prepared for secondary school and beyond

Subjects

The intent, implementation and impact of each subject (which doesn’t have its own separate policy) is detailed in Appendix A. These are derived from the National Curriculum and from subject leaders’ views of what is important for each subject.

Appendix A – Intent, Implementation and Impact by subject

1. ART

Intent of the Art Curriculum:
<p>The intent for the art curriculum is to provide opportunities to become confident artists who can articulate their views about their own work and that of others. The aim is for Bengeo children to push themselves in terms of the quality of their work and not limit their expectations or experiences. We want individuals to make connections with and build on what they have learned.</p> <p>In recognition of the minority of children who find the physical skills of the art curriculum more challenging, our intent is for them to work within the parameters of 'MUST' 'COULD' and 'SHOULD' therefore ensuring they 'MUST' achieve the non-negotiables in art allowing them to succeed in a more manageable curriculum.</p> <p>For all children, we expect teachers to use their growing understanding of their children, with support from subject leaders, to manage and deliver the art curriculum, providing the appropriate time for children to secure and apply their knowledge and to discuss and explore ideas.</p> <p>The coverage of the art curriculum is one of progression building on skills year on year. It provides a balance of diverse artists from of range of cultural backgrounds.</p>
Implementation of the Art curriculum:
<p>This has been designed to maximise the likelihood that, over time, children will remember and connect the steps they have been taught by:</p> <ul style="list-style-type: none">• Building knowledge of vocabulary, artists, skills and techniques.• Subject leaders creating curriculum maps which shows the “sticky” knowledge (knowledge mats) required within the art curriculum and which plots a knowledge journey (sequence) across the year groups with strong links to prior learning• Using artists work to engage and motivate.• Cross curricular linkage is mapped in the curriculum maps – some art is linked to a text in English, to a geography or history unit.• Each year group timetable art into their working week – this is evidenced in the centrally stored timetable folder.• Subject leader has mapped out the curriculum ensuring a range of skills and allowing time to revisit and build on prior learning.• Teachers use the long term planning to sequence their lessons and consider a range of activities that work towards an end point. This end point is then assessed• Prior learning is planned into the long term plan so that skills and knowledge are revisited• To be proud of the art they produce by having work displayed in central areas and classrooms, holding exhibitions and seeing their work in The Gallery.• In order for children to feel confident in art, staff adopt a 'can do' attitude with children in lessons. The overwhelming feeling that 'I can't draw' should be dispelled and opportunities for the children to be successful in art lessons is key.
Impact of the Art curriculum:
<p>Children will:</p> <ul style="list-style-type: none">• have developed skills across a range of media together with the independence and enthusiasm to create artwork of their own• have a fuller knowledge of artists/designers and be able to recognise their work• communicate confidently about their own work and that of others• be able to use their observational skills to produce work of good quality, one which has built on knowledge and skills over the course of their time at school• experience enjoyment and confidence when expressing their artistic ideas

2. COMPUTING

Intent of the Curriculum:

The intent for the computing curriculum, is to provide opportunities for children to become conversant with an ever developing technological world and begin to have an understanding of the processes of computing including algorithms, related language, logical thinking and problem solving. In real terms, we want children to have access to high quality hardware and opportunities to explore new and advanced technologies.

We expect teachers to use their growing understanding of their children, with support from subject leaders, to manage the demands of the computing curriculum, providing the appropriate time for children to secure and apply their knowledge, to discuss and explore ideas, looking beyond standard resources in order to match the computing curriculum as closely as possible to the individuals within their class. With this in mind, our ambition is to have at least 30% of children across the school working at greater depth in computing with a particular focus on PPG. Alongside this, we endeavour to ensure that computing is a high priority throughout the school due to the importance of safeguarding and its daily use.

Implementation of the curriculum:

The programme of learning has been designed to maximise the likelihood that, over time, children will remember and connect the steps they have been taught by:

- Building knowledge of vocabulary, concepts and procedures for example, not only knowing how to create and carry out an algorithm, but also having the knowledge of what an algorithm is.
- creating curriculum maps which shows the “sticky” knowledge (knowledge mats) required within and across subjects and which plots a knowledge journey (sequence) across the year groups with strong links to prior learning
- to engage and motivate, and personal to children strengths and interests
- using professional development opportunities (staff meetings, courses, research, etc) to make teachers and teaching assistants aware of developments within the curriculum and policies
- subject leaders completing audits and using these to reflect on the specific character of their subject in terms of content and pedagogy
- all underpinned by our core values by promoting responsibility, tolerance and respect.

Impact of the curriculum:

All children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

3. DESIGN AND TECHNOLOGY

Intent of the Curriculum:

The intent for the Design and Technology curriculum, is to provide opportunities for children to use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

They will develop their skills and subject knowledge in maths, science, engineering, computing and art. They will learn to take risks and to evaluate their products.

In real terms, we want to see children achieving skills to develop to the best of their ability of EYFS, KS1 and KS2. Some children who find the cognitive load of the design and technology overwhelming, and will need identified 'non-negotiables' enabling them to learn free of anxiety and also to have opportunities to reason and investigate within a narrower, more manageable curriculum.

Our intent is to provide a programme of education which clearly sets out what we want children to know and remember and what would be of value to them in the future, preparing them for the next stage of their learning/lives. Our aims are to provide a broad and deep curriculum:

- with due consideration to sequencing to avoid cumulative dysfluency (gaps)
- with pedagogical emphasis on embedding knowledge into the working memory of our children,
- enabling them to make connections with and build on what they have learned,
- ensuring that it is suitably challenging but mindful of cognitive overload
- underpinned by strong values and an ethos of working together

Implementation of the curriculum:

This has been designed to maximise the likelihood that, over time, children will remember and connect the steps they have been taught by:

- building knowledge of the language through a clear unit of work
- creating curriculum maps which shows the "sticky" knowledge (knowledge mats) required within and across subjects and which plots a knowledge journey (sequence) across the year groups with strong links to prior learning
- using professional development opportunities (staff meetings, courses, research, etc) to make teachers and teaching assistants aware of the pedagogical science of memory-making including how to avoid cognitive overload and how learning sticks in different ways and in different amounts for children with SEND
- creating an assessment system for foundation subjects and science based on the use of key questions and vocabulary, which gives consideration to the "sticky" knowledge to be committed to working memory (knowledge mats)
- assessing what children know and moving them on through the appropriate units of work
- subject leaders completing audits and using these to reflect on the specific character of their subject in terms of content and pedagogy
- A standalone D T lesson is also taught each week which further consolidates this work. These themes are repeated every year

Impact of the curriculum:

That by the end of their time at Bengeo School children

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Intent of the Geography Curriculum:

The intent of the geography curriculum is to develop children's interest and understanding of the world around them. To provoke and provide answers to questions about the natural and human aspects of the world. To give context to the location of globally significant places. Understanding their physical features as well as how they have been impacted by humans and how the two sets of features are interlinked and constantly changing. Geography is a naturally investigative subject and there are multiple opportunities to develop children's transferable skills, collecting and analysing data through fieldwork and mapping which also deepens their geographical understanding.

The aim is for Bengeo children to push themselves in terms of the quality of their work and not limit their expectations or experiences. We want individuals to make connections with and build upon what they have learned. To ensure that there is progression from reception to year 6, each year group has been mapped to ensure coverage of the National Curriculum and sticky knowledge is relevant and built on in subsequent years. Geography is an inclusive subject as the children learn about different cultures and populations from around the world, although it is critical to avoid stereotyping or generalising.

Children will have the opportunity to gain locational knowledge about a diverse range of places throughout the world as well as geographical skills such as map reading, and making, data analysis. In addition they will gain enthusiasm for questioning and learning about the world around them.

Implementation of the curriculum:

How is this implemented?

Geography is taught in blocks throughout the year to consolidate learning and sticky knowledge. It alternates with history so it is not taught every term by every year. Details of the topics taught and the terms they are taught in are on the year group curriculum map. Planning is progressive from EYFS through to year 6 and covers the requirements of the National Curriculum. Teachers use detailed knowledge mats, drafted by the geography subject lead to base their planning upon. In addition, children's prior knowledge and interests are, wherever possible, used to inform the program of study. Prior learning is planned into the long term plan so that skills and knowledge are revisited by subsequent year groups to consolidate. Cross curricular outcomes in geography are planned for, with links between other subjects identified. The local area, including the school grounds is used to achieve desired outcomes and there are lots of opportunities for learning outside the classroom.

Impact of the curriculum:

Progress and achievement in geography will be seen in the children's books as well as through pupil voice. The introduction of geography books enables children and teachers to see their progress and development from year 1 through to year 6 and enables quick access to prior learning. In addition class teachers complete an assessment at the end of each block to highlight any misconceptions and feed back to the subject lead. This can influence and inform future planning. Through monitoring and moderation, the subject leader works with the class teachers to ensure the delivery of a varied, well planned, informative and progressive geography curriculum.

At the end of their time at Bengeo School all children:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

4. MODERN FOREIGN LANGUAGE

Intent of the Curriculum:
<p>Our intent for the MFL (Spanish) curriculum, is to provide opportunities for children to become increasingly confident in Spanish and be able to understand and respond to spoken and written Spanish. Our aim is for all our children to have the fundamental basic knowledge to hold a conversation and be able to speak with increased fluency, pronunciation and spontaneity. We also aim for children to understand a piece of written Spanish and respond appropriately to it.</p> <p>Bengeo intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our children using a wide variety of topics and themes.</p> <p>The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our children progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.</p> <p>The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials (in books) to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help children recall and build on previous knowledge throughout their primary school language learning journey.</p> <p>The intent is that all children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.</p>
Implementation of the curriculum:
<p>All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. These skills will progressively develop through regularly taught and well-planned weekly lessons in all year groups from Reception onwards. Language lessons will be taught by class teachers with a wide range of teaching activities available for teachers to select the most appropriate for their learners.</p> <p>Teachers will follow a new school MFL unit overview, which was started in January 2020 to ensure good coverage of the key Spanish units. This was created after moderation and pupil voice when it became evident that key simple knowledge</p>

was being forgotten. Therefore, in the new unit of work each year group has key units they are to cover and core vocabulary units they are to look back on to ensure children knowledge is being repeated/rehearsed and then built upon. The Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

Language Angels are categorised by 'Teaching Type'.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 children.

Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to children. Intermediate units are suitable for Year 4-5 children.

Progressive and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 children. C

Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Impact of the curriculum:

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets which will be provided at the end of each 6-week teaching unit. This information is recorded using the school foundation stage planning and assessment proforma and is monitored by the MFL Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT. Children can also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to children and parents / carers in line with school recommendations. If children are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place necessary supportive adaptations.

By the end of Year 6, we expect children to:

- Listen and understand the spoken language, joining in conversations and responding appropriately to questions or giving opinions.
- Develop accurate pronunciation and intonation.
- Present ideas and information orally to a range of audiences.
- Read and understand key words, phrases and simple writing and have the ability to use a dictionary when new vocabulary presents itself.
- Write ideas clearly in sentences involving describing people, places, things and actions.
- Understand basic grammar e.g. masculine, feminine and neuter forms, high-frequency verbs, key features and patterns of the language.
- Know how to apply these and build them into sentences, looking at how these are similar or differ from the English language.
- Appreciate stories, songs, poems and rhymes in the language

5. MUSIC

Intent of the Curriculum:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Implementation of the curriculum:

The music curriculum at Bengo is implemented in the following ways:

- Teachers deliver an engaging music curriculum, taught through weekly music lessons for at least 3 half terms a year.
- Listening to music and learning about composers and musicians
- Weekly singing assemblies
- Singing club and instrument lessons
- Regular opportunities to perform - within the class, to partner classes, to parents

Using the model music curriculum (MMC) as a guide, 'sticky knowledge and skills' mats have been created for each year group, broken down into the three following areas:

- Singing and appraising
- Playing and performing
- Composing (and improvising)

Teaching staff use the skills and knowledge mats to plan sequences of lessons. Staff use a range of resources, including Charanga and Sing Up to help compliment their music teaching. This helps to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and vocalists (a process of appraise, perform, improvise (KS2), and compose). SEN and children working at a greater depth are planned for on a weekly basis.

Impact of the curriculum:

By the end of Year 6, once the sticky knowledge is embedded across the key stages, children will:

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

6. PHYSICAL EDUCATION

Intent of the PE Curriculum:

Our intent is to provide a programme of education which clearly sets out what we want children to learn, be inspired by and which takes account of the school community. The children at Bengeo school are keen and active learners who are highly motivated to improve their physical literacy. The intent of the PE curriculum is designed so all children develop physical, social, emotional and thinking whole child objectives. Our aim is to deliver a PE curriculum that allows all children to have the skills, knowledge and mind-set to leave the school with the capabilities to be successful in their sporting challenges and to value the benefits of an active lifestyle at secondary school and beyond.

The PE curriculum, designed by Getset4PE, is totally inclusive and ensures progression is made as children build on their knowledge and skills from one year to the next.

Implementation of the PE curriculum:

This has been designed to maximise the likelihood that, over time, children will remember and connect the steps they have been taught by:

- Building knowledge of vocabulary, progression of skills and techniques delivered by confident and competent teachers as a result of using Getset4pe scheme.
- Creating curriculum map which plots a knowledge journey (sequence) across the year groups with strong links to prior learning. The National Curriculum underpins the design of the curriculum map.
- Engaging in daily activities (the daily mile, personal challenges, active blasts within the classroom) to motivate and enthuse children.
- Using professional development opportunities (staff meetings, courses, learning walks) to ensure all teachers and teaching assistants are delivering high quality PE lessons and have the confidence to deliver the PE curriculum.
- Using the Getset Assessment model, which informs future teaching, learning and delivery.
- Subject leaders completing audits in order to inform future planning.
- Through the Sports Premium and using this to reflect on the specific character of the subject in terms of sports provision, curriculum content, links to whole school improvement and pedagogy.
- All underpinned by our core values (these values include, amongst others, cooperation, respect, honesty, integrity, thoughtfulness, appreciation, patience, collaboration and tolerance. These values are introduced each week during the Monday assembly and reinforced throughout every day
- Being proud to represent our school at competitions, festivals, school matches and development days. A full and extensive calendar of sporting competitions are available to all children. SEND and PPG children are encouraged to participate. Also, there are many opportunities to take part in competitive activities within the school, representing their class or house at sports day.(not at present due to COVID)

Impact of the PE curriculum:

By the end of Year 6 we expect that the children to be:-

- confident movers and to enjoy physical activities.
- to have been taught a range of skills and have built upon such skills.
- to have a depth of knowledge related to sport, health and fitness.
- to display the core values both in lessons and when representing the school eg respect, fair play, honesty and teamwork.
- to be able to recognise and talk with confidence about their own skills and that of others.
- To value the benefits of engaging in physical activities and how this contributes to a healthy lifestyle

7. RELIGIOUS EDUCATION

Intent of the Curriculum:

Our intent is to provide a programme of education which clearly sets out what we want children to learn and which takes account of the character of our community and the needs of our children.

On the whole, our children are curious, confident and articulate. The intent for the RE curriculum is to follow the Hertfordshire Agreed Syllabus for Religious Education 2017-22. It aims to ensure that all children develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. The syllabus includes eight key areas of religion for study and offers a flexible model of assessment through expected learning outcomes. However, in recognition of the minority of children who find the RE curriculum more challenging, our intent is for such children to work within the parameters of 'MUST' 'COULD' and 'SHOULD' therefore ensuring they 'MUST' achieve the learning outcomes allowing such children to succeed in a more manageable curriculum.

For all children, we expect teachers to use their growing understanding of their children, with support from subject leaders, to manage and deliver the RE curriculum, providing the appropriate time for children to secure and apply their knowledge and to discuss and explore ideas.

Implementation of the curriculum:

The subject leader has followed the Hertfordshire Agreed Syllabus for RE, the non-statutory guidance 'Religion for today and tomorrow' and support materials to design the curriculum and to develop meaningful learning experiences for children. Children follow a coherent and systematic study of the principal religion of Christianity across each key stage and are introduced to the other five principal religions represented in Great Britain by the end of key stage 2 (Judaism, Islam, Hinduism, Sikhism, Buddhism).

RE is taught in blocks throughout the year to consolidate learning. The subject leader has created curriculum maps which show the "sticky" knowledge (knowledge mats) required within the RE syllabus and which plots a knowledge journey (sequence) across the year groups with strong links to prior learning. Each year group timetable RE into their working week – this is evidenced in the centrally stored timetable folder. Planning is progressive from EYFS through to year 6 and covers the requirements of the Hertfordshire RE syllabus. The cross curricular linkage is mapped in the curriculum maps – some RE is linked to a text in English, art and to a Geography or History unit. The subject leader has mapped out the curriculum ensuring a range of skills and allowing time to revisit and build on prior learning. Teachers use the long-term planning to sequence their lessons and consider a range of activities that work towards an end point. This end point is then assessed. Prior learning is planned into the long-term plan so that skills and knowledge are revisited. All planning is underpinned by our core values (These values include, amongst others, cooperation, respect, honesty, integrity, thoughtfulness, appreciation, patience, collaboration and tolerance. These values are introduced each week during the Monday assembly and reinforced throughout every day.

Impact of the curriculum:

The Hertfordshire RE syllabus has been adapted to follow the whole school curriculum design. There have been adaptations along the way in order to ensure coverage and that the RE reflects the whole school community in Bengoe. Sticky knowledge and assessment opportunities for RE are in place and have been updated to take into account diversity in our community and in the world beyond.

Children will:

- connect their knowledge and understanding of some religions and worldviews, reflecting on these using specific religious vocabulary
- analyse different viewpoints within and between religions and beliefs
- understand the impact of faith on believers within local, national and global contexts
- demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth
- explore shared human responsibility and values through enquiry and experience, and express personal reflections with increasing curiosity
- identify the importance of moral choices, selecting examples and giving reasons to support their ideas

8. SCIENCE

Intent of the Curriculum:

The science curriculum at Bengeo Primary School hopes to draw out an innate curiosity for the world around our children. Children are openly encouraged to ask questions and explore these in a practical way, undertaking relevant research and working to the scientific method to do so. As educators we want children to develop their innate passion to explore and discover their world by providing them the tools and real-life experiences to do so. We follow the National Curriculum to ensure full coverage of the scientific disciplines is met and our 'sticky' knowledge mats provide further specific focus on key learning points, knowledge and skills which children can carry with them on their learning journey. The children are encouraged to research, identify/classify, observe, pattern seek, hypothesise and test both fairly and comparatively to develop their scientific understanding, skills and theory. Our curriculum is designed to provide future and transferable value to them as objective scientific thinkers in preparation for the next stage of their learning and lives.

Our aims are to provide a broad and deep curriculum:

- with due consideration to sequencing to avoid cumulative dysfluency (gaps). 80% of which is derived from the national curriculum, 20% to be derived from the interests, needs and strengths of our children with guidance from teachers
- with pedagogical emphasis on embedding knowledge into the working memory of our children (making knowledge sticky),
- enabling them to make connections with and build on what they have learned,
- ensuring science is suitably challenging in theory and application while mindful of cognitive overload
- underpinned by strong values and an ethos of working together to the scientific method.

Implementation of the curriculum:

Science is taught weekly for between 1-2 hours depending on the age of the child. Our curriculum is broad, providing knowledge and practical based science. Our intention is for science lessons across the school to provide suitably challenging learning opportunities while avoiding knowledge congestion and cognitive overload; this is achieved by using sticky knowledge mats (adapted from the National Curriculum) which focus on the key learning points of each discipline, topic and unit of work. Our science policy aims for children to be involved in practical based inquiry for 50% of all lesson time. As a result, our children have opportunities to apply their knowledge and understanding as well as their skills.

The monitoring process is conducted by the Science leads each term. It ensures; recall features in the early stages of each lesson, the sequence of lessons created builds logically, a range of activities are planned to increase 'stickiness' as well as collaborative opportunities and low stake assessment activities to support consolidation. Alongside sticky knowledge mats, assessment for learning documents have been created with a must/should/could rubric. The 'should' focuses on what the majority of the class should be attaining; 'must' focuses on SEN/EAL/PPG children who may not be as advanced in their understanding; and 'could' aims to provide greater depth learning opportunities. Assessment records of attainment, pupil voice and book looks help to ensure progression is happening and that children are able to apply knowledge and skills with greater understanding. Moreover, professional development opportunities (staff

meetings, courses, research, etc) are provided to support staff to maximise children's retention and application of sticky knowledge, regardless of their starting point (PPG, SEND, EAL).

By following the clear structure of the documents created specifically for our school, and consistent professional development opportunities, teachers are able to meet the objectives and intent.

Impact of the curriculum:

Teaching staff feel they have a clear understanding of where to plan their lessons from and how to ensure progression in each topic. The sticky knowledge mats are displayed in each classroom and for some of the classes a new sticky knowledge mat is stuck into the children's books before they start each topic as a reference point of what is to be/has been covered.

Children will:

- develop scientific knowledge and conceptual understanding through biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- have the scientific knowledge required to understand the uses and implications of science, today and for the future
- be enthusiastic scientists, able to 'see' the science in different subjects and open to pursuing careers in the sciences