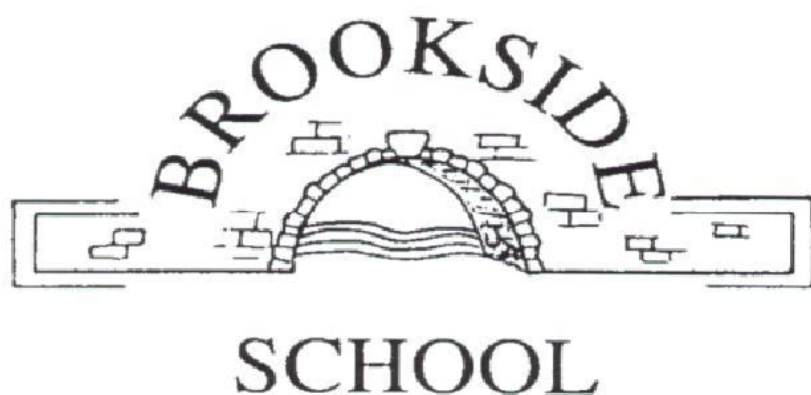


Brookside Primary School



Curriculum Policies

2008



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Literacy Policy

Aims and Objectives

Literacy is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

The aims of Literacy are:

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Literacy.
- To ensure that there is equality of access and opportunity for all children to develop their Literacy skills.
- To encourage children to listen with concentration in order to identify the main points of what they have heard.
- To develop children's ability to reflect on their own and others contributions and language used.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To ensure that all children achieve their full potential in all aspects of Literacy.

Teaching and Learning

At Brookside we believe that all teachers must work together to plan, deliver and moderate the teaching of Literacy in order to ensure that expectations are high, and that children are able to achieve the best of their ability. A range of teaching strategies are used, including: demonstration, modelling, explanation, questioning and discussion.

There are children of differing abilities at Brookside school and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We use classroom assistants to support some children. The teachers will listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

Reading:

Silent reading sessions occur several times a week, and paired, group or guided reading sessions are timetabled as an alternative. Several trained parents help individual children with reading – guided reading sessions, listening to individual children read, changing books and helping children develop their sight vocabulary and phonic knowledge. Children keep a record of books read in their reading diaries.

Writing:

At Brookside we develop children's written composition through promoting the use of Vocabulary, Connectives, Openers and Punctuation (VCOP) in both Key Stage 1 and Key stage 2. Children's written work is assessed regularly and they are given regular writing targets to improve their work.

Extended writing sessions, including both fiction and non-fiction take place most weeks in Key stage 2. These sessions are part of our whole school development to raise standards in writing. These sessions will usually last for up to about fifty minutes and will encompass the main objectives of a series of previous Literacy lessons.

Handwriting:

At Brookside the Nelson Scheme for handwriting is used throughout school. A cursive script is taught in the Foundation Unit and Year 1 and the joins linked to the Nelson scheme are introduced in the Summer term of Year 1. Regular handwriting lessons are timetabled in all classes each week.

Spelling:

The children are taught spellings as specified by the National Literacy Strategy. Children are given spellings weekly, have the opportunity to practise them in school using the 'Look, cover, write, check' method, and are assessed regularly. In Key Stage 2 'Young's spelling tests' are given at the beginning and end of each year and the spelling ages are recorded. Any children who are assessed below their chronological age are highlighted and carefully monitored.

Foundation stage:

Literacy is taught in our Foundation Stage as an integral part of the curriculum. The literacy objectives are taken from the Early Learning Goals (ELG) which underpins the curriculum planning for children aged birth to five.

We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, record and use words and texts in a range of situations.

Literacy Curriculum Planning

Literacy is a core subject in the National Curriculum and we use both the National Literacy Strategy framework and the Renewed Framework as a basis for implementing the statutory requirements of the program of study for Literacy. The Framework gives a detailed outline of what we teach in the long term.

Our medium term plans taken from the Renewed framework ensures an appropriate balance of work across each term.

Daily plans are written by the class teacher reflecting the requirements of the key objectives, and giving details of how the lessons are to be taught.

Links to other curriculum areas

The skills that children develop in Literacy are linked to, and applied in every area of the curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics

Children in the Foundation unit develop their understanding of numbers, shape, space and measures through play, experimentation, through talking about them and learning rhymes and songs that rely on counting and sequencing.

Children in key Stage 1 and 2 are encouraged to read and interpret problems in order to identify the mathematics involved. The children learn to use and understand specific mathematical language to explain and communicate their findings.

ICT

The use of ICT is built into the delivery of the Literacy programme wherever possible. This enables the children to use and apply their developing skills in English in a variety of ways, for example finding information, planning and editing work and presenting ideas in many ways.

Interactive white boards are used in all classes as an integral part of the daily Literacy lessons to enhance teaching and learning.

Special Needs Provision/Inclusion

At Brookside we provide a broad and balanced education to all children. We have 1-1 programmes and group sessions led by teaching assistants and other trained adults.

Gifted and Talented workshops take place each term. Selected children from Year 3 – Year 6 attend a morning workshop each term. Children from Year 6 also attend 'gifted and talented workshops' at the local comprehensive school, several times each year.

Assessment and recording

We assess children's work in literacy in three phases: short-term, medium-term and long term.

The short term assessments that we make as part of every lesson help us to adjust our daily planning. We match these closely to the teaching objectives.

We use medium term assessments to measure progress against the key objectives and to help plan for the next unit of work.

We use long term assessments towards the end of the school year when pupils' attainment is measured against school and National targets.

Children take the National tests in Year 6 and Year 2, and Years 3, Y4 and Y5 take the 'Optional National Tests' in the Summer term.

Monitoring and Review

The policy and practise will be monitored and evaluated by the Literacy co-ordinator, the Head teacher and the management team. Teachers are observed as part of the School Development Plan to achieve high expectations in Literacy teaching and learning.

The role of the Literacy co-ordinator:

- to attend training to broaden knowledge of teaching literacy, to have regular updates about the current National and local targets and new initiatives, and to meet with Nottinghamshire's Literacy team.
- to observe colleagues periodically to identify strengths and any support that might be needed.
- to report regularly to the school governors

- to lead, manage and monitor the implementation of the Renewed Literacy framework
- to developing an action plan for achieving school targets
- to liaise with the Literacy governor

Reporting

All parents receive an annual written report in which there is a summary of their child's effort and progress in Literacy over the year.

Parent consultation evenings are held twice a year when children's progress in Literacy is outlined and discussed.

At the end of Key Stage 2 each pupil's level of achievement measured against National Standards is included as part of their annual report. At Key Stage 1 the children's' level of achievement based on teacher assessment is included.

Joyce Riding
Literacy Co-ordinator
February 2008



Numeracy Policy

Aims and Objectives

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Through our work at school in mathematics we hope the children will gain the knowledge and understanding to confidently use these skills in their everyday lives.

The aims of mathematics are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- To promote confidence and competence with numbers and the number system;
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- To develop a practical understanding of the ways in which information is gathered and presented;
- To explore features of shape and space and develop measuring skills in a range of contexts;
- To understand the importance of mathematics in everyday life

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in mathematic lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources to support their work. Children use ICT in mathematics lessons, through the Interactive Whiteboard, where it enhances their learning through modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We use Teaching Assistants to support some children both in and out of the classroom, and ensure that work is matched to the needs of individuals.

Mathematics Curriculum Planning

Mathematics is a core subject in the National Curriculum and we use both the National Numeracy Strategy and the Renewed Framework as the basis for implementing the statutory requirements of the programme of study for mathematics.

We carry out the curriculum planning in three phases (long-term, medium-term and short-term). The Framework gives a detailed outline of what we teach in the long term.

For medium-term planning we use the Renewed Framework which ensures an appropriate balance of work across each term.

Daily plans are written by the class teacher reflecting the requirements of the key objectives and giving details of how the lessons are to be taught.

In the Foundation stage the mathematical aspects of the children's work is related to the objectives set out in the Foundation Stage Profile. All the children are given ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

Links to other curriculum areas

English

We encourage children to read and interpret problems in order to identify the mathematics involved. They explain and present work to others. Younger children enjoy stories and rhymes that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

ICT

Children use and apply mathematics in a variety of ways when solving problems using ICT. Some examples are:-

- experimenting with, and discussing properties of, patterns in shape and space
- explaining number and data patterns
- practising and consolidating certain number skills

Interactive whiteboards are used in all classes as an integral part of the daily maths lesson to enhance teaching and learning.

Resources

Most maths resources are stored in a central area so all classes can access them but every classroom contains basic equipment.

At Brookside we use a variety of published materials to facilitate the teaching of maths but we recognise the need for the teaching of maths to be 'scheme assisted not scheme driven'. The main published scheme being used at present to support the delivery of the Framework is 'Steps' but a variety of teacher books are also available.

Materials and equipment are constantly updated as new and relevant items become available.

A school target for development is to increase the use of interactive whiteboard resources.

Special Needs / Inclusion

It is part of the school curriculum policy to provide a broad and balanced education to all children.

We have 1:1 programmes: Plus 1 (KS1/lower KS2) and Power of 2 (upper KS2), and Teaching Assistants also work with children in groups or 1:1 on Springboard mathematics.

All children matter and are given every opportunity to achieve their best. As well as specific programmes for children with special needs there are termly 'Gifted and Talented' mathematics workshops both in school (KS2 children) and at the local comprehensive school (Y6).

Assessment and Recording

We assess children's work in mathematics from 3 aspects (short-term, medium-term and long-term). We make short-term assessments which we use to help us adjust our daily plans.

We make medium-term assessments to measure progress against the key objectives and to help us plan the next unit of work. We use class records of the key objectives as the recording format for this.

Long-term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets. This is done with the help of end of year tests and teacher assessments.

Monitoring and Review

The policy and practice will be monitored and evaluated by the maths co-ordinator and the Head Teacher. Teachers are observed as part of the School Development Plan to achieve the high expectations in maths teaching and learning.

The role of the maths co-ordinator involves:-

- observing colleagues from time to time, with a view to identifying the support they need;
- attending training to broaden their knowledge of mathematics and mathematics' teaching;
- making reports to the governor responsible for numeracy ;
- leading, managing and monitoring the implementation of the Renewed Framework, including monitoring teachers' planning and the quality of teaching in classrooms;
- agreeing an action plan for achieving the school's targets with the whole staff and governing body;
- liaising with a named member of the school's governing body to oversee mathematics within the school.
- Reporting

All parents receive an annual written report on which there is a summary of their child's effort and progress in mathematics over the year.

At the end of Key Stage 2 each pupil's level of achievement against national standards is included as part of their annual written report. At Key Stage 1 their level of achievement based on teacher assessment is included.

Aly Sheldon
Maths Co-ordinator
February 2008



Science Policy

1 Aims and objectives

1.1 Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level.

1.2 The aims of science are to enable children to:

- ☐ask and answer scientific questions;
- ☐plan and carry out scientific investigations, using equipment, including computers, correctly;
- ☐know and understand the life processes of living things;
- ☐know and understand the physical processes of materials, electricity, light, sound and natural forces;
- ☐know about the nature of the solar system, including the earth;
- ☐evaluate evidence and present their conclusions clearly and accurately.

2 Teaching and learning style

The time spent on science may vary from term to term and in each topic that is taught. All teaching staff choose, at their own discretion, how they allocate the amount of time needed to cover the strands of the National Curriculum. Science teaching may also take place out of topics, as stand alone lessons or as blocked periods. The responsibility of ensuring adequate coverage of the National Curriculum for Science lies first with the subject coordinator but ultimately the individual teacher. However, in both Key Stages teachers allocate an average of two hours weekly for Science.

In each year group, Science is taught in an imaginative and largely practical and investigative way. The children benefit from whole-class or group teaching as well as being encouraged to work individually: finding out information, practising skills, or thinking scientifically by themselves.

2.1 We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs, to help understand and analyse scientific discovery. The use of ICT in science lessons is encouraged to enhance learning. They take part in discussions and engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

2.2 We recognise that there are children of widely different scientific abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 Science curriculum planning

3.1 The school uses the Qualifications and Curriculum Authority's (QCA) scheme of work for science as the basis of its curriculum planning. The national scheme has been adapted to meet the needs and resources within school and to the local circumstances of the school in that we make use of the local environment in our fieldwork and investigations.

3.2 We carry out our curriculum planning in science in three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term during the key stage. The science subject leader works this out in conjunction with teaching colleagues in each year group. In some cases we combine the scientific study with work in other subject areas, especially at Key Stage 1; at other times the children study science as a discrete subject.

3.3 Medium-term plans, which we have based on the national scheme of work in science, are adapted to give details of each unit of work for each term. We do our medium-term planning on a two-year programme as we have only one class per year group and this helps with team planning and idea generation. In this way we ensure complete coverage of the National Curriculum without repeating topics.

3.4 The class teacher is responsible for writing the lesson plans for each lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans.

3.5 We have planned the topics in science so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.

4 Foundation Stage

4.1 We teach science in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five (i.e. science is not taught as a specific lesson for this age group). Science makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world, e.g. through investigating what floats and what sinks when placed in water.

5 The contribution of science to teaching in other curriculum areas

5.1 English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children choose to read to develop their reading skills are of a scientific nature.

The children develop oral skills in science lessons through discussions (for example of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

5.2 Mathematics

Science contributes to the teaching of mathematics in a number of ways. The children use weights and measures and learn to use and apply number. Through working on investigations they learn to estimate and predict. They develop the

skills of accurate observation and recording of events. They use numbers in many of their answers and conclusions.

5.3 Information and communication technology (ICT)

Children use ICT in science lessons where appropriate. They use it to support their work in science by learning how to find, select, and analyse information on the Internet and on CD-ROMs. Children use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentation

5.4 Personal, social and health education (PSHE) and citizenship

Science makes a significant contribution to the teaching of personal, social and health education. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or worse. Secondly, children benefit from the nature of the subject in that it gives them opportunities to take part in debates and discussions. Science promotes the concept of positive citizenship.

5.5 Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

6 Teaching science to children with special needs

6.1 We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in science takes into account the targets set in the children's Individual Education Plans (IEPs).

7 Assessment and recording

7.1 We assess children's work in science by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher

marks the work and comments as necessary. At the end of a unit of work (s)he makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment via Brookside School layered targets. The teacher records the progress of each child in all science topics. We use these records as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year.

7.2 Children take the national tests in science at the end of Key Stage 2. Teachers make an assessment of the children's work in science at the end of Key Stage 1. We report the results of these tests to parents along with the teacher observations and assessments which are made whilst observing the work of children throughout the year. We use practice science tests in Key Stage 2 to assess children's progress on an annual basis.

7.3 The science subject leader keeps samples of children's work in a Coordinator's File and uses these to demonstrate what the expected level of achievement is in science for each age group in the school.

8 Resources

8.1 We are developing our resources for all science teaching units in the school. We keep these in a central store where there are trays of equipment for each unit of work. The library contains a good supply of science topic books and there is a termly delivery of topic books from the local library.

9 Monitoring and review

9.1 Monitoring of the standards of children's work and of the quality of teaching in science is the responsibility of the science subject leader. The work of the science subject leader also involves supporting colleagues in the teaching of science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. An annual summary of science is made, in which strengths and weaknesses in the subject are evaluated.

10 Role of the Coordinator

To purchase and organise all Science resources with a £250 budget, ensuring they are readily available and well maintained

To facilitate parental involvement by organising workshops etc as prioritised in the School Development Plan

To be aware of national and local developments through reading relevant materials and attending courses as appropriate

To co-ordinate the teaching of science within the school

To monitor the use of the policy and scheme of work and to make changes to the policy and scheme of work if necessary

To ensure continuity and progression of the teaching and learning of Science across the key stages and the school

To order and maintain resources

To make staff aware of changes/thinking in Science

To make staff aware of Science courses on offer and encourage them to attend

To show by example good Science practice.

Andy Beharall
Science Co-ordinator
February 2008



ICT Policy

Our ICT policy is a working document because of the continuing developments being made in this area of the curriculum.

ICT at Brookside

The use of ICT is an integral part of the National Curriculum and is a vital skill for everyday life. Computers, interactive whiteboards, programmable toys, digital and video cameras, microscopes and tape recorders can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

We believe that ICT

- gives children access to a wide variety of materials
- presents information in new ways which help children to gain a better understanding
- can motivate and enthuse children
- can help children focus and concentrate
- offers potential for effective group working
- has the flexibility to meet the individual needs and abilities of each child

Our aims

- To use ICT where possible to enhance children's learning in all areas of the curriculum.
- To introduce the children to a wide range of ICT applications and tools, such as word processing, databases, graphics and software for control technology and processing sound pictures.
- To help children acquire the skills to use appropriate ICT tools effectively, with purpose and enjoyment.
- To equip children with the knowledge of the uses, effects and limitations of ICT enabling them to evaluate the benefits of ICT and its impact on society.
- To meet the NC requirements as fully as possible and helping all children to achieve the highest standard of achievement.

- To use ICT to develop the partnership beyond the school through the use of the internet and email, through the school website and electronic newsletters
- To celebrate success in the use of ICT

Resources

Brookside Primary School has an ICT suite for whole class teaching and an interactive whiteboard in every classroom to support teaching across the curriculum. All teachers have a laptop to be used with their interactive whiteboard. There is a wireless network throughout school which includes the photocopier/printer in the staffroom and the colour printer in the ICT room. There are also two networked computers outside the library.

In order to keep resources and equipment up to date, we will regularly invest in and update software that will effectively deliver the strands of the ICT curriculum and support the use of ICT across the curriculum.

We currently pay for an Edit technician one afternoon every two weeks to maintain and update our resources. Any problems encountered with ICT should be recorded in the book in the staffroom to be dealt with when the technician is next in. A timetable of the technician's visits is on the notice board in the staffroom.

Planning, assessment, recording and reporting

- Planning is generally in line with QCA recommendations
- Where changes have been made to the QCA planning, topics will be designed to enable children to achieve the stated objectives
- Pupil progress will be recorded against NC and QCA objectives
- Children will save work to the network. Year 5 and 6 children have individual work folders. Younger children have a class folder and the teacher is responsible for separating work into relevant folders. Printed work is kept to a minimum to save costs. Work may be printed and filed within the subject from which the task was set.
- Progress in ICT will be reported upon in the children's annual report

Equal Opportunities

All children, regardless of gender and ability, will have equal access to the ICT curriculum and will have the opportunity to make the most of their own potential, within this field.

Roles and Responsibilities

Mrs. Hallam is the ICT coordinator and will be responsible for purchasing and organising ICT resources, identifying what ICT support is needed by individual staff, ensuring the consistent implementation of the ICT policy, ensuring continuity between year groups, ensuring ICT progression, reviewing the ICT policy, reviewing the ICT development plan, curriculum development and monitoring.

A governor is invited to take a particular interest in ICT in the school. The current governor for ICT is Philip Hayes.

Individual teachers will be responsible for ensuring that children in their classes have opportunities for learning ICT skills and using ICT across the curriculum. They are also responsible for assessing ICT at the end of each topic or half term.

Staff Training

The ICT coordinator will assess and address staff training needs with the head teacher as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Administrative Systems

The school administration will remain separate from the curriculum system with access only available from the school office. The office staff are responsible for sending out electronic newsletters.

Health and Safety

All ICT equipment is security marked. Whiteboard projectors are kept in locked cages. The edit technician is responsible for regularly updating anti-virus software.

Internet Use

To support learning opportunities within the school, children have access to the Internet as an information source, a communications tool and a publishing medium. The Internet is fast becoming a major source of educationally useful material and the primary distribution medium for a wide range of organisations. The potential to support the classroom teacher and the learner is significant and will continue to grow.

However, there are well publicised concerns regarding access to material on the internet that would be unsuitable for school children. Whilst it is impossible to ensure that a pupil will not access such material, the school takes all reasonable steps to minimise a children's access to unsuitable material.

Children must be supervised by a school adult whenever they use the Internet. Children are not allowed to use the Internet unsupervised during lunchtimes and playtimes. The school uses a filtered Internet Service to prevent access to internet sites with undesirable material. We also educate children as to the potential legal consequences of accessing certain types of materials.

Publishing on the Internet

The school has a website that includes information about many aspects of school life. Letters are sent out to new parents asking for permission to include photographs of children on the school website. The photographs will not have full names attached to them so children cannot be identified from their pictures.

Mrs. Hallam is responsible for the school website. However, ultimate responsibility for the content of the site rests with the head teacher in line with the following guidelines.

- The school is registered under the Data Protection Act
- Individual children will not be identifiable by name
- Names will not be linked to pictures
- No personal information will be published without the individual's permission

Kirsty Hallam
ICT Co-ordinator
February 2008



Geography Policy

Aims and Objectives

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Geography aims to enable pupils:-

- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- to develop knowledge and understanding of the human and physical processes which shape places.
- to appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning styles

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer children the opportunity to use a variety of data such as maps, statistics, pictures and we enable them to use IT in geography lessons where this serves to

enhance their learning. Wherever possible, we involve the children in 'real' geographical activities within the immediate school environment.

We recognise the fact that there are children of different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Geography Curriculum Planning

We use the Q.C.A. scheme of work for Geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality to study where the human activities and physical features provide a contrast to those that predominate in our immediate area. One such example of this is our study of Todmorden, the town our Year 6s visit on our yearly residential trip.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. Our medium-term plans follow the Q.C.A. scheme of work and gives details of each unit of work for each term. We do the medium-term planning on a two year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through school.

Foundation Stage

We teach geography in the Foundation as an integral part of the topics covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for the children. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, looking closely at our local environment and using and developing our immediate school environment.

The Contribution of Geography to Teaching in Other Curriculum Areas

Literacy

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. In Key Stage 1 we use the Katie Morag books by Mhairi

Hedderwick to develop children's knowledge and understanding in the QCA unit, 'An Island Home'.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects on maps. The children study directions and positional language. They also use graphs to explore and illustrate a variety of data.

Information and Communication Technology (ICT)

We make provision for children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work; they research information through the Internet, CD-ROMs and the interactive white board. Children also use e-mail to communicate with people in other schools.

Personal, Social and Health Education (PSHE) and Citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

Teaching Geography to Children with Special Needs

At Brookside School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education plans (I.E.P.s)

Gifted and Talented

Geography provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for Geography will be identified by the class teacher, and both the Gifted and Talented Co-ordinator and the Geography Co-ordinator will be informed.

Assessment and Recording

We assess the children's work in geography by making informal judgments as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgment of the work of each pupil in relation to the National curriculum levels. We then use this information to assess and plan future work and to provide the basis for assessing the progress of the child. Parents are informed of progress in geography on our end of year reports.

The geography co-ordinator keeps samples of children's work in a portfolio, which shows the range of achievement throughout each school year.

Resources

We have sufficient resources in our school to be able to teach all the geography units we cover in the QCA scheme of work and the stepping stones for knowledge and understanding in the Foundation Stage curriculum. We keep these resources in a central store. We also keep a set of atlases suitable for both Key Stages. In the library we also have a good supply of geography topic books to support the children's individual research.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

At Foundation Stage and Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. We also offer them the opportunity to take part in a residential visit to Robinwood (Todmorden).

Monitoring and Review

The geography co-ordinator is responsible for monitoring the standard of the children's work annually. They are also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and in providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject. They also assist the Headteacher in monitoring the subject and in identifying any training or professional development needs.

Helga Peatman
Debbie Fletcher
February 2008



History Policy

Aims and Objectives

“History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view—skills that are prized in adult life.”

Aims

- to develop an interest in the past, understand human achievements and learn about the major issues and events in local, British and world history.
- to develop a knowledge of chronology together with an understanding of the similarities and differences between historical periods and that change and progress are not necessarily the same.
- to appreciate and explain the variety of causes of historical events.
- to develop their knowledge and understanding of other countries and cultures along with the history of the roles and relationships of men, women and children from different social and economic groups.
- to develop important cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.

Teaching and Learning Styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and the opportunity to visit sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We recognize the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. Pupils are given

opportunities to apply their ICT capability through the use of the Internet, CD-Rom and the Interactive Whiteboards.

We recognise the fact that there are children of different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

History Curriculum Planning

We use the Q.C.A. scheme of work for history as the basis for our curriculum planning. We have adapted the national scheme to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we plan progression into the scheme of work so that the children are increasingly challenged as they move up the school. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the history topics studied in each term during each key stage. Our medium-term plans follows the Q.C.A. scheme of work and gives details of each unit of work for each term, We do the medium-term planning on a two year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Foundation Stage

We teach history in the Foundation Unit as an integral part of the topics covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for the children. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical clothing, looking at pictures of famous people and looking at our own families.

The contribution of history to teaching in other curriculum areas

Literacy

History makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as examining timelines.

Information and Communication Technology (ICT)

There are many ways in which ICT can be used to enhance the delivery of the History curriculum:

- Research on the internet / CD-ROMS
- Use of databases to analyse and present information
- Use of video and sound recording equipment
- Digital photography
- Use of the Interactive whiteboards

Personal, Social and Health Education (PSHE) and Citizenship

Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual/ moral development where possible, e.g.

- Key Stage 1 – Remembrance Day
- Key Stage 2 – Child labour in Victorian Britain / Church in Tudor times

Gifted and Talented

History provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for history will be identified by the class teacher and the Gifted and Talented Co-ordinator and the History Co-ordinator will be informed.

Teaching History to Children with Special Needs

At Brookside School we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (I.E.P.'s).

Assessment and Recording

We assess the children's work in History by making informal judgments as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Parents are informed of progress in history on our end of year reports.

The history Co-ordinator keeps samples of children's work in a portfolio, which shows the expected range of achievement for each year group throughout each school year.

Resources

We have sufficient resources in our school to be able to teach all the history units we cover and the stepping stones for knowledge and understanding in the Foundation Stage curriculum. We keep these resources in a central store. In the library we also have a good supply of history topic books to support the children's individual research.

Monitoring and Review

The history Co-ordinator is responsible for monitoring the standard of the children's work annually. They are also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Co-ordinators also assist the Headteacher in monitoring the subject and in identifying any training or professional development needs.

Helga Peatman
Debbie Fletcher
February 2008



Art Policy

1. AIMS

- To develop children's visual perception and the skills associated with investigating and making in art, craft and design
- To encourage children to see through 'new eyes' by drawing and painting from close observation
- To develop visual literacy, knowledge and understanding of art including history of art, and the diverse artistic traditions that this encompasses
- To enable children of all abilities to enhance self esteem through success in using taught skills. To enable children to apply these skills to other areas of the curriculum in terms of presentation and organisation
- To use the work of children and established artists to provide a colourful and stimulating environment throughout the school

2. CONTENT

The art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum.

Our teaching enables children to have opportunities to:

- a. Communicate their feelings and ideas in visual form based on what they observe, remember and imagine.
- b. Develop an idea or theme for their work drawing on visual and other sources and discuss their methods.
- c. Experiment with and apply their knowledge of the elements of art, choosing appropriate media.
- d. Modify their work in the light of its development and their original intentions.
- e. Identify different types of art, craft and design and their purposes.

- f. Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing how some knowledge of the related historical background.
- g. Make imaginative use in their own work of a developing knowledge of the work of other artists.
- h. Relate artwork to other areas of the curriculum for example, Greek history.
- i. Design and present work for display.

3. TEACHING STYLES

There is a mixture of practical work and theory.

Children have the chance to work individually and collaboratively.

Children have the opportunity to look closely at artifacts, objects (including their own work) and talk about them with others.

Children look closely at the natural and man-made world and record what they see.

Children have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings that are represented in that work.

Children are provided with a variety of materials, tools, and resources for practical work.

Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.

Children are taught to use tools safely and to organise and care for materials and equipment.

Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas.

4. MANAGEMENT

To ensure that the programme of work is achieved the following broad outline of work at KS 1+2 is used.

Investigating and Making at KS1+2

- a - Develop recording skills from direct observation and imagination. To make connections between ideas and the resulting work.
- b - To collect information from a variety of sources by making plans and sketches to develop as appropriate.
- c - To develop the child's knowledge of tools, materials and techniques encouraging a process of refinement.
- d - To encourage experimentation with line and tone in the making of images.
- e - To encourage an understanding of colour mixing through both formal instruction and experimentation.
- f - To encourage experimentation with pattern making and texture through both 2D and 3D work.
- g - Plan and make 3D structures in a variety of media.
- h - Use progressively appropriate vocabulary to talk about children's work, the work of their peers and the work of established artists. Recognise how children might consequently develop their work.

Knowledge and Understanding

- a - Develop an appreciation of the ideas, materials and methods used by artists, craftspeople and designers both in school and the wider world.
- b - Identify how the appearance of a work of art reflects its context in time and place, e.g. ideas, beliefs, values and technology.
- c - Develop recognition of pattern, texture, form space, tone, line, shape and perspective in the appreciation and production of images and artefacts.
- d - Compare their own ideas and work to that of their peers and established artists from the community and different times and cultures.

5. ICT AND ART

Art has close links with new technology and there are increasing opportunities to plan, develop, complement and present visual work through, for example, ICT and the Interactive Whiteboards.

- Communicating information in visual form:
posters, labels, cards for special occasions, diagrams,
plans, graphs, magazines, newsletters, opportunities to

experiment with pattern and picture libraries.

- Using the Internet to investigate and retrieve information:

finding and interrogating sites for information about and examples of famous artists and their work.

6. ASSESSMENT

Monitoring

- Informal ongoing assessment by Class teacher to include marking of work, and discussion with both parallel Class teacher and child.
- Collection of work in sketchbooks to ensure progression. This is to include yearly samples of 1 drawing from nature, 1 imaginative work and one portrait of a person.

Differentiation

- By outcome, choice of materials and task.

Progression

- This is ensured by planning to the Scheme of Work, monitoring of sketchbooks by Class teachers and art co-ordinator, and periodic agreement trialing by staff to ensure progression.
- Termly plans are available to the co-ordinator and linked to year plans.

7. RESOURCES

Investigating and Making

- There is a central resource area contained within the art stock cupboard. Papers are stored in here with access to all staff.
- Most classrooms have their own sink. Each class teacher organises specific art areas, which are flexible in use but meet their ever-changing needs.
- Class teachers hold a small amount of stock within their rooms to meet their immediate needs.
- Any shortages in material needs are communicated to either the Art co-ordinator or the office staff with particular responsibility for that task.
- Any advice concerning the approach to teaching any of the aspects of Art education mentioned within this policy are communicated to the Art co-ordinator.
- Classroom organisation must allow easy access to materials.

Knowledge and Understanding

- Postcards, posters and prints.
- Books on techniques.
- Books on general / specific artists.
- Library resources for children.
- Library resources for teachers.
- Art collection.
- Co-ordinator acts as support in providing background knowledge and provision of visual material.

The Art Curriculum at Key Stage 1 (Years 1 and 2)

<i>Term 1 (Cycle A)</i>	<i>Term 2</i>	<i>Term 3</i>
Picture This	Investigating Materials	Mother Nature, Designer
<i>Cycle B</i>		
What is Sculpture?	Self Portrait	Can Buildings Speak?

Key Stage 2 (Years 3 and 4)

<i>Term 1 (Cycle A)</i>	<i>Term 2</i>	<i>Term 3</i>
Portraying Relationships	Journeys	Viewpoints
<i>Cycle B</i>		
Investigating Pattern	Take a Seat	Can We Change Places?

Key Stage 2 (Years 5 and 6)

<i>Term 1 (Cycle A)</i>	<i>Term 2</i>	<i>Term 3</i>
A Sense of Place	Talking Textiles	What a Performance
<i>Cycle B</i>		
People In Action	Objects and Meanings	Containers

Paul Lowther
Deputy Head Teacher
February 2008



Design and Technology Policy

1 Aims and Objectives

1.1 Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

1.2 The objectives of teaching Design and Technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making things.

2 Teaching and Learning Style

- 2.1** The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2** In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

3 Design and Technology Curriculum Planning

- 3.1** Design and Technology is a foundation subject in the National Curriculum. At Brookside, Design and Technology is taught in units as laid out in our curriculum plan which is based largely, but not exclusively on the QCA recommended units.
- 3.2** We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. Medium and short term planning is done by teachers in key stage teams and individually.
- 3.3** We plan the activities in Design and Technology so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

4 The Foundation Stage

- 4.1** We encourage the development of skills, knowledge and understanding that help foundation children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in

Design and Technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

- 4.2** We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

5 Contribution of Design and Technology to Teaching in Other Curriculum Areas

5.1 Literacy

Design and Technology contributes to the teaching of Literacy in our school by providing valuable opportunities to reinforce what the children have been doing during their Literacy lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding of the fact that people have different views about Design and Technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

5.2 Mathematics

In Design and Technology there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations and in doing so they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

5.3 Personal, Social and Health Education (PSHE) and Citizenship

Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn, through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

5.4 Spiritual, Moral, Social and Cultural Development

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in Design and Technology, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

6 Design and Technology and ICT

6.1 Information and communication technology enhances the teaching of Design and Technology, wherever appropriate, in all key stages. Children may use software to enhance their skills in designing and making things. The children also use ICT to collect information and to present their designs through a range of design and presentation software.

7 Design and Technology and Inclusion

7.1 At our school we teach Design and Technology to all children, whatever their ability and individual needs. Design and Technology implements the school curriculum policy of providing a broad and balanced education to all children. Through our Design and Technology teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

7.2 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Design and Technology.

7.3 We enable pupils to have access to the full range of activities involved in learning Design and Technology. Where children are to participate in activities outside the classroom, for example in a museum or on a factory

trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment

- 8.1** Work in Design and Technology may be assessed through judgements of recorded work but a large proportion of assessment is involved with practical application and language development involving discussion, description and explanation skills. Evidence may be seen in books, on 2-D displays and most commonly through 3-D models and photographs of children's work.
- 8.2** Information on a child's progress in Design and Technology will be communicated to parents in a written report at the end of each academic year.

9 Resources

- 9.1** There is a selection of class-based and centrally-stored materials and tools to ensure that all children have the necessary resources to access the subject and to make informed choices. The DT budget covers the costs of materials and the replacement of tools, although we do occasionally ask children to bring some materials from home if they can. The school will provide resources to any children who are unable to do this so as to allow all children to have the same opportunities.

10 Food-hygiene and Safety Issues

- 10.1** Teachers teach the safe use of tools and equipment and insist on good practice prior to starting the making part of a task. However, safety issues do arise when teaching this subject. These include:
- The use of electrical equipment such as glue guns
 - The handling of food stuffs
 - The use of cooking appliances, including ovens and hobs
 - Contact with sharp objects including wood, nails, needles, saws etc.
 - Awareness of personal safety (jewellery, hair, eye protection)
- 10.2** It is the duty of all staff to:
- Recognise and assess the hazards and risks to themselves and others when working with food and other materials.
 - Take action to control these risks and hazards.

10.3 Teachers should be aware of the following:

- Children must not use cooking appliances unless under direct supervision from a responsible adult. The portable oven may be used in an area away from the children or with a barrier between at the teacher's discretion.
- Saws and other sharp objects (nails, needles, craft knives etc) must be used under direct supervision. The teacher will make a judgement on the undertaking of activities involving sharp and/or potentially dangerous equipment depending on the age/ability of the children in his/her class. Some activities may be undertaken by an adult or in a small group or one to one situation as appropriate.
- Perishable food stuff must be stored sensibly and refrigerated if necessary. Care must be taken to ensure food is not used after the given sell by date.
- Teachers and adult support staff must oversee that cupboards, table tops, cooker etc. are clean and in working order.
- Children must wash their hands before and after any contact with food and other potentially harmful substances.
- Teachers must take into account possible food allergies to food such as nuts and should be aware of the location of any medication for the allergy.

Rachel Clark
D+T Co-ordinator
February 2008



Music Policy



Music is a practical and creative expression of ideas, thoughts and feelings. Music provides opportunities to promote children's spiritual, moral, social and cultural development. It contributes greatly to the general ethos of the school.

Aims and Objectives

- To develop an enjoyment of a variety of musical influences.
- To provide children with the means to communicate ideas thoughts and feelings to a variety of audiences.
- To develop learning and performance skills through appraising work, persevering and working independently.
- To develop co-operative skills through recognising and supporting contributions from their peers in group work.
- To enhance musical skills through using a range of technology.
- To develop listening skills.

Entitlement

- All children are taught the knowledge, skills and understanding of music as outlined in the programmes of study in the National Curriculum and Early Learning Goals.
- Children are given opportunities to develop musical skills and knowledge by being actively engaged in making and responding to music through the following 5 main areas of learning:-
 - performing
 - composing
 - appraising
 - listening
 - singing

Implementation

- Teaching and learning in music involves a balance between performing, composing, and listening and appraising (including the children's own work and the work of others)

- The musical elements of pitch, duration, tempo, dynamics, timbre, texture and structure are progressively introduced through the 5 main areas of learning.
- Music for performing and listening is selected to extend musical experience and knowledge of playing tuned and untuned instruments and using voices expressively. It helps to develop the children's appreciation of our rich and diverse cultural heritage through a variety of musical styles:-
 - from different times and cultures
 - by well known composers and performers, past and present.
- Children's learning is based on the schools QCA units and supported by published resources, and where appropriate links will be made to other curricular areas e.g. -
 - Children have access to a wide range of musical experiences that include visiting artists whenever possible.
- Each classroom / shared area has a 'music box' containing a range of percussion instruments for classroom use.
- Other resources are stored centrally in the music room.
- Children are taught the safe and appropriate use of equipment, including CD players and tape recorders that use mains supply electricity.

Equal Opportunities

Learning activities are planned so that all children have the opportunity to participate fully and equally, irrespective of race, gender, religious beliefs and social background.

Appropriate arrangements will be made by the class teacher to accommodate any specific special needs that a pupil may have, thus enabling them to participate fully in music.

Assessment

Teachers informally assess children's progress through observation using Brookside's termly assessment documents. The observations provide a basis for recording and reporting children's achievements.

This policy was compiled by Jo Whelport
February 2008





PE Policy

Introduction:

Physical Education develops the individual pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.

High quality PE is achieved by combining the physical activity with the intellectual processes of decision-making, selecting and applying skills, refining, judging, adjusting and adapting. PE also involves the development of such qualities as commitment, enthusiasm, fairness, integrity and concern for quality as well as success. PE also contributes to other subjects across the curriculum.

Aims:

- To deliver this entitlement to all pupils through a planned and progressive scheme of work for PE.
- To develop pupils self confidence in a range of physical environments.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition.
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Teaching and Learning

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week (where children go swimming, they will participate in this as well as the 2 hours). This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time, all the lessons are on the same area of activity e.g. Seven weeks on gymnastics

Children will be presented with the opportunity to be creative, competitive, co-operative and face challenges as individuals or in small groups or teams. They will learn to think in different ways to suit the different challenges. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression.

Foundation Stage:

Here the lessons are structured so that there are 2 sessions per week aimed at physical development. These are 1 hour in duration and are aimed at the Desirable Outcomes and Early Learning Goals. The children also have access to outdoor physical play on a daily basis.

Key Stage 1 (x 2 lessons - 1 hour duration each lesson)

Key Stage 2 (x 2 lessons - 1 hour duration each lesson)

Each class is timetabled so that they can access the hall and the school field for the duration of the unit that they are studying.

As well as timetabled PE lessons, all classes also participate in Activate (Val Sabian scheme) for 15 minutes in the morning and 10 minutes in the afternoon on a daily basis.

Children in Years 1 – 3 will also participate in 1 hour of swimming a week for 2 ½ terms of the year until they are able to swim 25 meters confidently.

Curriculum Planning

The PE co-ordinator plans the timetable and curriculum map for PE.

The school follows the progressive scheme of work provided by QCA. Each class teacher is responsible for planning and differentiating their lessons within the school scheme of work (Medium term plan) and evaluating after each lesson. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Swimming is taught by the Swimming Instructor with support from the staff. Information on progression, assessment and attainment is provided by this person in consultation with the class teacher.

Resources

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. A budget of £250 per annum is available to PE. Resources are kept in the pavilion.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe. A copy of the Baalpe manual is located in the staffroom. ***(PE Subject leaders must make all staff teaching PE aware of these and share the appropriate risk Assessments with staff – as indicated)***

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA resources.

Jewellery

All jewellery must be removed before a PE lesson (empathy must be given to those with cultural or religious beliefs). Taping of earrings is not allowed.

Dress Code

All pupils should change for PE sessions. Children should wear plimsolls or trainers for all lessons, with the exception of dance and gymnastics. T-shirts must be tucked into shorts or jogging bottoms.

Staff should try and dress appropriately to take PE lessons. If the teacher is bare foot or wearing the correct shoes, children are encouraged to see health and safety reasons for their change of clothes.

Inclusion and Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

Teachers provide learning opportunities that are matched to the needs of all pupils, and work in PE takes into account the targets set for children with special educational needs. Any classroom support provided must extend into physical education lessons as appropriate.

Non Participation

If children are unable to participate in PE due to injury or illness, this should be communicated and supported by the parents/carers. All non-participants should be involved in the lesson as possible, as officials, observers, recorders, coaches or critics enabling them to learn and understand the work.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities

Assessment and Reporting

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilize the contextual core tasks identified by QCA in combination with formative assessment to arrive at end of unit levels of

attainment. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work at the end of the **summer term**. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL):

The school offers a **wide range of lunch-time and after school activities**. These are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

In compliance with health and safety, a register is taken and recorded for every out of school hours activity.

Foul Weather:

During PE lessons, all reasonable efforts will be made to ensure the lesson runs as normal. On occasions when an outdoor lesson cannot take place due to health and safety issues, the lesson will be adapted and brought indoors.

Zoe Pirt
PE Co-ordinator
February 2008