



# Curriculum Policy

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# St Faith's Prep School

## Curriculum Policy

### Our Philosophy

At St Faith's Prep School, the curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. We consider our curriculum to be the entire school experience; both the academic and extra-curricular. Our academic programme is based on but not bound to, the National Curriculum. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world. Creativity is key and we aim above all for learning to be fun.

Pupils build the learning power, language to express it and study skills they need to work towards articulating this learning, questioning and resourcing for example to build independence. Well-established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, proof-reading for accuracy, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

Through a personal, social and health wellbeing programme as well as a broad curriculum broadly aligned to the National Curriculum which offers linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education and cross-curricular initiatives such as STEAM projects that bring aspects of the curriculum together, we are preparing children for the world they live in and will live in. They will have begun their preparation for the world of work and their responsibility as global citizens.

Children learn best by good teaching practices that motivate and challenge pupils according to their individual needs. We provide well-planned lessons and a stimulating environment where children are at the centre of the learning process.

We consider English, particularly reading, to be the fundamental element of achievement within all areas of learning. In every lesson there are many opportunities for children to obtain and develop language skills.

### Our Values

- Our curriculum has at its heart a philosophy of personal responsibility for behaviour and learning as well as mutual respect and positive relationships among pupils, staff and parents.
- Learning how to develop effective relationships, a positive attitude and independence permeates our curriculum and underpins all key learning areas.
- We value the way in which children are unique. Our curriculum promotes respect for the views of each individual child as well of those who differ from ourselves. We value the spiritual and moral growth of each person, as well as their intellectual and physical development.
- We value the individual. We recognise that all children are different; we try to encourage every child to be themselves.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

### Our Aims

Through our curriculum we aim:

- To provide full-time supervised education for pupils of compulsory school age, as defined in Section 8 of the Education Act 1996, and beyond, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, as well as aesthetic and creative education.

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- To provide a curriculum in which all pupils of all ages, aptitudes and needs, including those with EAL or with an EHC plan have the opportunity to learn and make progress, acquiring skills in speaking and listening, literacy, numeracy and ICT
- To deliver the curriculum through effective teaching and learning strategies in order to stimulate high achievement and the full realisation of each and every pupil's potential, both academically and personally. This may mean achieving the level of attainment needed to pass the Kent Test for Grammar School or entrance exams to the various independent schools that we feed.
- To instil in all pupils the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All pupils will be provided with effective preparation for the opportunities, responsibilities and experiences of life in British society.
- To provide personal, social, health and citizenship education which underpins the schools aims, ethos and teaching, and teach children to show respect for each other, paying particular regard to the protected characteristics set out in the 2010 Act, for their environment and the wider community.
- To teach children to be articulate, to speak clearly and to express their points of view with confidence as well as listening to the views of others.
- To promote a safe, caring, healthy and positive environment in all aspects of curriculum planning and thereby to enable all our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic wellbeing regardless of background or circumstance.

Overall we aim to ensure that all children enjoy learning.

### Our Provision

#### Early Years Provision

The provision for children's development and learning is guided by The Early Years Foundation Stage (2012.) The Early Years Foundation Stage (EYFS) at St Faith's Prep reflects the four key themes and sixteen commitments of the Early Years Foundation Stage and provides a curriculum to enhance this. These are:

#### A Unique Child

Child Development: Skilful communicator, competent learner.  
Inclusive Practice: Equality and diversity, children's entitlements, early support.  
Keeping Safe: Being safe and protected, discovering boundaries, making choices.  
Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.  
Parents as Partners: Respecting diversity, communication, learning together.  
Supporting Learning: Positive interactions, listening to children, effective teaching.  
Key Person: Secure attachment, shared care, independence.

#### Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.  
Supporting Every Child: Children's needs, the learning journey, working together.  
The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.  
The Wider Context: Transitions and continuity, multi-agency working, the community.

#### Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.  
Active Learning: Mental and physical involvement, decision making, personalised learning.  
Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.  
Areas of Development and Learning.

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### **How we provide for Development and Learning:**

Children start to learn about the world around them from the moment they are born. The care and education offered within the EYFS supports children to continue to do this by providing all of the children with interesting activities that are appropriate for their ages and stages of development.

For each area of development and learning, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the Reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. The EYFS has regards to these matters when we assess children and plan for their learning.

### **Learning Through Play:**

Play helps young children to learn and develop through doing and talking; which research has shown to be the means by which young children learn to think. The EYFS utilises the practice guidance Early Years Foundation Stage to plan and provide a range of purposeful play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Observation and Assessment:**

Early years experiences should be built on what children already know and can do. Within the EYFS we value working closely with parents who are the child's first and most enduring educators. The information which parents share with us in the early stages is vital in forming a basis for future learning and development.

Observation, assessment and record keeping are an important part of the educational process which begins as soon as a child starts within the Foundation Stage; earlier if the child attends a 'taster session.'

### **Observation:**

Observation involves watching children closely and then noting down what is seen and heard in order to

- Gain a detailed understanding of the child.
- Plan for children's needs and interests; including specialist advice and/or support if appropriate.
- Plan for progression and individual needs.
- Inform curriculum planning.
- Share the child's development with parents.
- Provide information on transfer to the next stage of transition/education.

Observations are made by adults who are involved with the child; including practitioners, parents, the children themselves and other professionals, such as, health visitors and speech and language therapists.

### **Assessment:**

Assessment is the process of reflecting, analysing and making an informal judgement on a child's learning and development.

Within the EYFS initial assessment is based on information from the home setting that is by parents with practitioners. This is in addition to information that may have been collated from other settings and agencies, such as, playgroups, child minders and health visitors.

We use a combination of formative and summative assessment

- Formative; where the emphasis is on planning the next stages to be taken by a child.
- Summative; which provides a 'snapshot' of the child's achievements and abilities at a particular stage of their learning and development.

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### **Summative Assessment (Progress Check at 2 Years Old:)**

After a child turns 2, the practitioners within the EYFS provide a written summary of how they are progressing against the three prime areas of learning:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

This is called a Summative Assessment and/or Progress Check at 2 Years Old.

This check highlights areas where a child is progressing well and any areas in which they might need some extra help or support. Practitioners within the EYFS highly encourage parents to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review.)

### **Reception:**

At the end of the Early Years Foundation Stage, in the Summer Term of the Reception year in school, teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the Reception teacher and is based on what they, and other staff caring for the child, have observed over a period of time.

All of the information collected is used to judge how a child is doing in the seven areas of learning and development. Finding out at this stage how a child is doing will mean that their Year 1 teacher will know what a child really enjoys doing and does well, as well as helping them decide if a child needs a bit of extra support, what that support should be and if they are already getting it.

The school provides parents with a report of their child's progress, including information from his or her EYFS Profile. This is discussed at a parents meeting with the appropriate Reception class teacher.

### **Records of Development and Learning:**

Within the EYFS we utilise an online learning journal system called Tapestry.

With the use of iPads practitioners are able to instantly produce the information that they require to support each child. Each observation that we make is linked to a child's personal profile; these observations can include notes, photographs and EYFS assessments, characteristics of learning and videos.

Parents are able to access their child's journey through an individual account which allows them to see what their child has been doing at Nursery or in Reception. Parents also receive automatic emails when new entries are made. When a child is ready to move onto their next journey, we convert Tapestry to PDF and this is then emailed to parents in a document format.

### **Main School Provision**

The curriculum at St Faith's Prep is broadly aligned to the National Curriculum and fits under the Wishford Umbrella Curriculum.

#### **• Wellbeing**

- At St Faith's we refer to this as a 'personal development'.
- Personal development is encompassed within the ethos of the school and is made explicit through the school's 'Language of Learning'.
- The 'Language of Learning' is displayed in every classroom and included in teachers planning. The skills are discussed and encouraged in lessons and in play. (see appendix 2)
- Personal development includes understanding how to stay well, safe secure and happy; and how to develop physically emotionally, socially, spiritually and morally.
- Personal Development opportunities are noted on all plans (See appendix 1)
- Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHEE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listening to children are key to pupil wellbeing.

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- Timetabled PSHEE and Sport lessons are provided but personal development and wellbeing are taught through every part of the curriculum and outside it.
- There is a structured programme of PSHEE and citizenship across the school, with each year group covering key concepts. In addition to weekly lessons, these are addressed through Year/group discussions, House meetings, drama, class assemblies and circle time activities.
- All pupils participate in taught Sport lessons at least once a week. These are all planned by the Director of Sport and taught either by him or other staff.
- Physical health is developed not only through PE and sport, but also through an understanding of diet and nutrition; daily shared mealtimes and snacks; and drinking healthily with a focus on water intake.
- Emotional intelligence and resilience is built through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness where needed.
- Self-esteem and confidence is established through a culture of reward and encouragement within a framework of working together. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.
- There are many opportunities for pupils from Year 2 up to participate in sporting fixtures against other schools. Teams are selected by the Director of Sport and often also participate in squad practices during break times. There are also regular House competitions in which all pupils have the opportunity to participate.
- There are many sporting clubs outside school time including Fencing, Football, Netball, Cricket and Cross Country.
- St Faith's at Ash Prep. School gets involved in local, national and world wide charitable events, including sponsoring a child in the developing world. Each House has an adopted charity and the children run stalls at both Christmas and Summer Fairs to raise money for these. The children also enjoy some nationwide charity days, like Christmas Jumper Day and Children in Need.
- **The Basics**
  - This comprises the core subjects of English, Mathematics and Science.
  - Children are taught to use a pre-cursive script in the Nursery. The use of a full cursive script is developed from Year 1 onwards. Children are aware of the high expectation of presentation of written work. These high expectations are complemented by the rigorous marking policy implemented by every member of teaching staff.
  - Extra-curricular provision includes an annual Science Spectacular, World Book Day celebrations and participation in local and national competitions including Young Writers, Primary Maths Challenge and the ISA essay competition.
  - Recent trips have included visits to the Dover Castle, East Kent Ploughing Match and performances at the Marlowe Theatre in Canterbury.
- **The Technologies**
  - These are Computing and STEAM
  - Computing is taught in the Computer Room following a scheme of work provided by a specialist teacher, or by the teacher himself. Children also use interactive whiteboards, which are in every classroom. Two sets of iPads are also available and are used across the curriculum.
  - There is a weekly computer club held after school and pupils participated in the First LEGO League competition for the first time in 2016
  - Whole school STEAM days are held termly. Children also complete 3 STEAM projects per year in class.
- **Making Sense of the World**
  - Timetabled subjects in this area are: History, Geography, Religious Education, French/Global Citizenship.
  - Other opportunities are provided to develop in this area via cross curricular projects, extra-curricular clubs and school trips, such as the residential visits in Year's 4 and 5.
  - Religious Education is Christian based, with the study of other world religions throughout the school. Respect and tolerance for other faiths is promoted.
  - French is taught from Nursery to Year 6 by a specialist teacher.
  - All staff promote the use of French. Other languages and appreciation of other cultures is encouraged through Global Citizenship sessions.
  - A weekly History club is held after school and an annual History-theme day is usually held.
  - Many visits contribute to provision in this area. Recent examples are trips to Canterbury Cathedral, the Thanet Coast and the Tower of London. A residential trip to France in Year 6, enables pupils to put their learning into context.

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### • The Creative and Expressive Curriculum

- Timetabled subjects in this area are: Music, Art and Drama in Year 6.
- Music is taught by a specialist teacher from Nursery to Year 6. Every child learns to play an instrument at a basic level during class Music lessons. All children have access to peripatetic specialist staff who teach individual music lessons including singing during the school day.
- All children have access to a LAMDA teacher who provides private lessons in public speaking, verse speaking and acting. An after-school Drama club is also available
- Drama workshops are also provided to each pupil at least twice a year. Year 6 pupils have scheduled Drama lessons.
- Whole school Speech and Reading competitions are held during the year.
- Pupils take part in at least two assemblies per year and at least one other major performance such as a play or presentation as part of a church service.
- Many musical clubs run during the school day including 3 choirs, singing club, recorder groups, orchestra and other smaller instrumental ensembles.
- Recent arts-based trips have included visits to the Turner Gallery in Margate and performances at the Marlowe Theatre in Canterbury.

### • Preparing for the World of Work

- All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.
- Pupils learn to adapt to each next stage of their education as they progress from the Early Years, through KS1 and KS2, succeeding in key progress markers and/or exams. They are prepared for examinations for entry into a wide range of senior schools. They learn how to work for goals, manage and even thrive under pressure. They are invited to take advantage of leadership, enterprise and service opportunities and grow in experience and character as a result.
- Each class has a Form Captain, School Council representative, Eco-Warrior and a Friendship Councillor. These positions are filled by election each term and the children have clear responsibilities. Post holders wear badges on their blazers.
- In Year 6, all pupils help with the running of the school in some way. Some pupils are made prefects with responsibility for a specific area (e.g. Office Prefect, Sports Prefect). Others have a specific task to undertake on a regular basis (e.g. filling water jugs at lunchtime). Prefects have badges to wear on their blazers. A brief report on each pupil is prepared termly by supervising staff.
- Year 6 pupils also have the opportunity to participate in the Bikeability programme (up to Level 2) and have the opportunity to visit local secondary schools as preparation for their next stage.

### Children with Special and Additional Needs

At St Faith's Prep School we have high expectations of all children including those with special educational needs. We expect the high quality teaching will enable every child to achieve their potential within our school.

Pupils whose needs are additional to or different from that made generally for others of the same age are supported by teachers with understanding of their needs within the classroom. Identification of additional need takes place through a structured programme of support within the classroom. Additional provision in place will be reviewed half termly by class teachers and the Learning Enhancement Co-Ordinator with the views of parents and children being sought through meetings. Provision mapping is used for those children with complex needs, supported by outside agencies and this is reviewed termly by teachers, parents, Learning Enhancement Co-ordinator and pupils.

The views of parents and children are sought at every stage of the process of support or identification to enable a co-ordinated approach to pupils learning and development.

St Faith's Prep School meets the expectations of the Equality Act (2010) by not discriminating against any pupil by age, disability, race or sex. We endeavour to promote equality of opportunity for all. PE advises we check the wording of this.

We identify children with English as an Additional Language (EAL) as any child who has had exposure to a language other than English during their development through childhood. We follow the 'Kent Steps' to help identify and

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support children whose first language is not English. Support for the language and cultural development of these children will be put in place when required and due consideration taken throughout their education.

We comply with the requirements set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014* in providing for children with special needs.

### Adapted Curriculum

For children not able to access the curriculum provided for their year group, an adapted programme of study is provided. This is tailored specifically to the development needs of the individual child.

Children can be identified either with the support of an external assessment or through careful monitoring of their progress by class teachers and Learning Enhancement Co-ordinator. The adapted programme of study enables us to record and celebrate the achievement of children making progress along their own pathway.

### More Able and Exceptionally Able Pupils

Teachers are aware of which children need a greater level of challenge and provide for this within their lesson planning. In addition, children identified as 'More Able' or 'Exceptionally Able' may be provided with additional learning opportunities such as extension classes or the opportunity to take part in suitable activities provided at other school. In 2019 groups of pupils have participated in Maths Masterclasses provided by the University of Kent, Maths Competition and Challenges, Able Maths and English days at local primary schools, for example. At different times of the year, extension activities are provided in school for identified pupils in French, Reading, Writing, Maths and Art.

The provision is co-ordinated by a designated member of staff under the guidance of the Learning Enhancement Co-ordinator.

### Our Planning and Organisation

All subjects are supported by schemes of work and planning to ensure their effective delivery to the pupil. The needs of each pupil are supported through teaching to a variety of learning styles, namely visual, auditory and kinaesthetic. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHC plans, the most able and those who have English as a second language.

The timetable below demonstrates the average hours of curriculum provision per subject per week.

Long Term plans are in place for each year group as directed by the subject co-ordinators. This informs each year group which topics are to be taught and the objectives to be covered in each term. Medium term plans are formulated every term and reviewed by the subject co-ordinator, Director of Studies and year group staff. Medium term plans are developed by staff to ensure a wide range of topics and skills are taught at the appropriate level and that provision is made for all children to access the curriculum appropriately. Topics are often revisited to develop skills, deepen understanding and ensure confidence.

Teachers use their own methods for daily planning but all record a brief evaluation of each lesson on the appropriate 'Record of Achievement' form.

### Subject Co-ordinators

The role of the Subject Co-ordinator is to:

- Formulate the long term plan for every year group in their subject
- Support and offer advice to colleagues and issues related to the curriculum;
- Monitor and review the curriculum plan, including medium term planning
- English and Maths leaders report progress to



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## Director of Studies

The role of the Director of Studies as part of the SLT is to:

- Monitor teachers' Long Term and Medium Term plans for every year group.
- Support the Headmaster monitor high teaching standards and appropriate delivery of lesson by way of observation
- Help teachers modify or adapt plans and schemes of work
- As part of the SLT support in the monitoring and evaluation of assessment procedures
- Oversee the curriculum leaders and their record keeping

This curriculum policy is to be reviewed by all staff every two years.

### Minimum Teaching hours per week, averaged over the term.

	Year 1	Year 2	Year 3/4	Year 5	Year 6
English (including reading, spelling and phonics)	7hrs	7hrs	7hrs	7 hrs	7 hrs (including drama)
Maths (including tables, mental maths)	5hrs	5hrs	5hrs	5hrs	5hrs
Science	1½ hrs	1½ hrs	1½ hrs	1½ hrs	1½ hr
History/Geography	1hr	1-2hr	1-2hr	1-2hr	1-2hr
RE/PSHE	1hr	1hr	1hr	1hr	1hr
Art/STEAM	1hr	1hr	1hr	1hr	1hr
Music	1hr	1hr	1hr	1hr	45 mins
Computing	45 mins	45 mins	45 mins	45 mins	45 mins
French/Global Citizenship	1hr	1hr	1hr	1hr	1hr
PE	2hrs	2hrs	3hrs 15 mins	3hrs 30 mins	3hrs 30 mins
Assemblies/House Meetings	1hr 40mins	1hr 40mins	1hr 40 mins	1hr 40 mins	1hr 40 mins
Lunch/breaks	7h 30 - 8h	7h 30 - 8h	8hrs 45mins	8hrs 45 mins	8hrs 45 mins

### Notes

- Year 1 finish at 3.15. Year 2 and above at 4pm
- The lower school may have a short afternoon break, at the discretion of the teachers.
- The exact time of the end of morning school varies depending upon when classes are scheduled for lunch.
- The allocation of teaching time available above the minimum for each subject is made by class teachers when they plan their timetables and monitored by the SLT.
- The teaching hours of some subjects are made up of blocked lessons or focus days. This is especially the case with STEAM and Science, where extended investigations take place termly.

### The Parents' Curriculum

In order for parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- building learning power;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

**APPENDIX 1 - ASPECTS OF PERSONAL DEVELOPMENT**

Area	Skills we aim to develop	Provision	Evidence
PHYSICAL development	<ul style="list-style-type: none"> <li>Ability to stay safe (in the physical and online worlds)</li> <li>Ability to stay well (fit and healthy)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lessons</li> <li>Assemblies</li> <li>Worry Bunny</li> <li>Safeguarding team posters</li> <li>Transition talks</li> <li>Bikeability</li> <li>Sport Curriculum</li> <li>Sporting Clubs</li> <li>Fixtures and house competitions</li> <li>Holiday Multi-Sport</li> <li>Large play areas with toys/equipment</li> <li>Science lessons re nutrition</li> <li>Outdoor education on trips and residential visits</li> <li>Fizzy programme</li> </ul>	<ul style="list-style-type: none"> <li>Children know where to get help if they have a problem</li> <li>Children show awareness of traffic when in and out of school</li> <li>Children demonstrate knowledge of e-safety</li> <li>Children make healthy lunch choices</li> <li>Children choose active options at play and after-school clubs</li> <li>Success in individual and team competitions</li> <li>Children recover quickly from colds/viruses.</li> </ul>
EMOTIONAL development	<ul style="list-style-type: none"> <li>Self-knowledge</li> <li>Confidence</li> <li>Adaptability</li> <li>Resilience</li> <li>Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lessons</li> <li>Assemblies</li> <li>Self-marking/assessment</li> <li>Regular praise/reward in class and through celebration assembly.</li> <li>Leadership roles in group work, within the class and (for older children) more generally in the school.</li> <li>Team-building activities</li> <li>Graded programme of residential visits through upper school</li> <li>Language and practice of Growth Mindset</li> <li>School Motto</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify their own successes and appropriate targets</li> <li>Children take opportunities to speak in public and do so with confidence.</li> <li>Children show initiative and are pro-active in solving problems.</li> <li>Children react positively to setbacks/correction.</li> <li>Children adapt quickly to changes in routine or people that they work with.</li> <li>Children try again if something goes wrong.</li> </ul>
Development of LEARNING SKILLS	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Self-evaluation</li> <li>Initiative</li> <li>Self-discipline</li> <li>Ability to make decisions</li> <li>Ability to identify and synthesis relevant information in research.</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Daily evaluation of learning</li> <li>Explorative and investigation tasks</li> <li>Group work</li> <li>Role models in older pupils and chance to take positions of responsibility themselves</li> <li>Enterprise Award (Y6)</li> <li>Teaching of research skills culminating in Y6 project</li> <li>Opportunities for children to make decisions through</li> </ul>	<ul style="list-style-type: none"> <li>Children write intelligent evaluations on their work</li> <li>Children complete independent tasks with little support.</li> <li>Children select relevant resources themselves.</li> <li>Children complete and hand in homework regularly.</li> <li>Children motivate themselves to complete tasks that they are not initially enjoying.</li> </ul>

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<p>SOCIAL development</p>	<ul style="list-style-type: none"> <li>• Ability to speak confidently to adults, maintaining eye contact.</li> <li>• Capacity to work collaboratively</li> <li>• Appreciation of other points of view</li> <li>• Ability to resolve conflict</li> <li>• Ability to be assertive or accommodating and choose appropriately between the two.</li> <li>• Empathy</li> </ul>	<p>relevant tasks.</p> <ul style="list-style-type: none"> <li>• Children work in different-sized groups.</li> <li>• Children work with a range of other people including those older and younger.</li> <li>• Routine of shaking hands with eye contact at end of day.</li> <li>• Talent Show, Enterprise Award, Assemblies, Plays</li> <li>• Musical ensembles and Sports teams</li> <li>• School Council/Friendship council/Eco Prefect meetings</li> <li>• Interventions including socially speaking and informal interventions by staff.</li> <li>• PSHE Lessons</li> <li>• Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Children listen to each other when working together.</li> <li>• Children choose to play/work with a range of children.</li> <li>• Children can work effectively in groups selected by teacher.</li> <li>• Children maintain eye contact while listening.</li> <li>• Children choose to take part in performance opportunities.</li> <li>• Children adapt their behaviour choices to the context e.g. when dealing with visitors.</li> <li>• Children apologise when they are in the wrong.</li> <li>• Children put past difficulties behind them to repair relationships.</li> <li>• Children express their opinions and feelings willingly.</li> </ul>
<p>SPIRITUAL development</p>	<ul style="list-style-type: none"> <li>• Appreciation of non-material aspects of life</li> </ul>	<ul style="list-style-type: none"> <li>• Educational visits</li> <li>• Opportunities to appreciate the natural world e.g. through Art/Science</li> <li>• Assemblies</li> <li>• Mindfulness?</li> <li>• PSHE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children express awe/wonder</li> <li>• Children are willing to be quiet, peaceful and reflective</li> <li>• Children can describe their feelings in the context of a beautiful place or amazing fact.</li> </ul>
<p>MORAL development</p>	<ul style="list-style-type: none"> <li>• Respect for different cultures and traditions</li> <li>• Tolerance</li> <li>• Appreciation of right and wrong</li> <li>• Willingness to support those less fortunate</li> <li>• Willingness to value individuality</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE &amp; RE lessons</li> <li>• Use of literature from other cultures in English</li> <li>• Charity fundraising</li> <li>• Assemblies</li> <li>• Rewards and sanctions system</li> <li>• Class rules</li> <li>• Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Children support charity events.</li> <li>• Children speak positively and strive to understand when learning about different cultures and traditions</li> <li>• Children respond to the rewards and sanctions system</li> <li>• Children are able to suggest appropriate rules for their class.</li> <li>• Children identify behaviour which is wrong in themselves (as well as others) and show a desire to make amends.</li> </ul>

# Language of Learning

**Collaboration** We can work with others.

**Resilience** We are ready, willing and able to learn even when things gets tough and try again when at first we don't get it!

**Initiative** We can choose resources, plan and be independent in our learning.

**Empathy** We try hard to understand and remember how others think and feel

**Enjoyment/Positivity** We find pleasure in things that we do and find the positive in our learning.

**Reflectiveness** We are able to think about our learning and identify how we might be able to do better.

**Curiosity** We keep asking questions and are curious about things we would like to know and are courageous enough to find out!

**Appreciation** We notice things in the world around us that are amazing whether they are big or small.