



Foxton Primary School

Curriculum Entitlements Document

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Date:	October 2022
Reviewed by:	Janet Muir & Staff & Governors
Next Review date:	October 2023
Signed:	

# Foxton Primary School

## Curriculum Entitlements Document

The purpose of this document is to ensure a cycle of formal monitoring, review and evaluation by the governors and staff of the school.

This document was written by governors and staff. The document concentrates on all subject areas where the school has a focus towards improving, reaching and maintaining high standards of attainment. These subject areas are:

Maths  
English  
Early Years  
Science  
Computing  
Religious Education  
Physical Education  
Art and Design  
History  
Geography  
Music  
PSHE  
Spanish

The structure of this document allows the named governor for the subject to work closely with the Subject Leader to monitor, review and evaluate. Reports of outcomes of the visits/meetings that take place are kept by the Subject Leader along with other monitoring that is going on. The Head teacher has copies of the reports and updates the SLT on a regular basis, which also informs governors at FGB. Targets and recommendations that are made as a result of monitoring are given to the personnel concerned to put in place. This may be linked to professional development.

During the last academic year the main areas of focus have been:

**All Subjects** Meetings and monitoring with the Subject Leader and Governor  
Development of Subject Leadership with LA support

**Assessment** Introduction of the assessment system - INSIGHT (Years 1 - 6)  
End of Key Stage framework for KS1 and KS2  
Implementation of SATs  
PUMA and PIRA  
EYFS - ELG  
Tracking of vulnerable groups  
To develop effective interventions and tutoring following the school closure

During the academic year 2022 to 2023 the focus for monitoring, review and evaluation will be:

**All Subjects** Meetings and monitoring with the Subject Leader and Governor  
Agreement as to the entitlement for each curricular area (this document)  
Reviewing the curriculum and developing a bespoke curriculum for Foxton

**English (Subject leader/SLT to monitor during the year)**

To improve the standards in writing at greater depth throughout the school  
KS1 and KS2 end of year assessments  
EYFS - ongoing Phonics assessments  
Teaching and learning environment  
Challenge appropriate to all children, extended writing  
To develop effective interventions (SENCo to lead)

**Maths (Subject leader/SLT to monitor during the year)**

Ensuring all groups of pupils make as strong progress in mathematics as they do in reading  
Curriculum coverage (Sustained units of work)  
Progression throughout the school  
Teaching and learning environment  
Challenge appropriate to all children  
To develop effective interventions (SENCo to lead)

**Science (Subject leader to monitor during the year)**

Assessment of science - to allow parity between the core subjects  
Curriculum coverage and progression throughout the school  
Teaching and learning environment

**Foundation Subjects (Autumn, Spring and Summer terms)**

To develop a bespoke curriculum - to triangulate what is happening in books,  
planning and curriculum overview (Subject Leaders to lead)

**NATIONAL CURRICULUM - (Autumn, Spring and Summer terms)**

Subject leaders liaise with Link Governors  
English, Maths and Science book scrutiny

It is likely that this document will be reviewed in the academic year 2023 - 2024.

At the end of each academic year Subject Leaders, for all of the core subjects, will write a brief report for the governing body which will be presented in the final Governor's meeting of the year. This report is held by the Subject Leader for reference. The Head teacher also holds a copy.

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Each Monday copies of the teaching plans for that week will be placed on the server. The planning is monitored by the Subject Leaders and Head teacher (where appropriate)

Throughout the year the Head teacher is kept informed of the results of any statutory and non-statutory testing that take place.

# FOXTON PRIMARY SCHOOL

## CURRICULUM MONITORING ENTITLEMENTS

### PLANNING

For each year group, teachers plan, using Foxton's planning proformas:

- A long term overview.
- Medium term plans for each topic - showing sessions, differentiation, resources, useful websites etc. Schemes of work are used to support planning in: Maths - White Rose, RE - PE - Cambridge programmes of study.
- A weekly timetable, which shows morning and afternoon sessions, subjects, TA support, additional activities within a week eg Trips, performances etc
- A weekly English and Maths plan, which include clear differentiation and extension activities (where necessary), specific TA support, SEN support, teacher focus group work, ICT use when appropriate.
- A weekly Guided Reading plan, which includes activities specific for grouping

This planning should be saved on the server by a Monday morning, weekly timetable displayed on entrance to classroom, shared with TAs on a weekly basis, either on the server or printed and stored in a folder. When saving planning on the server, there must be a clear route to find it - weekly files, within each class, term and year. In classes with more than one teacher, it is important that planning is clearly saved and where possible (and appropriate) merged together (eg weekly timetable).

Planning should then be electronically annotated on a weekly basis - using a different colour.

### MONITORING

Planning is monitored by the Subject Leader on a termly basis and Head teacher (where necessary).

The Subject leader should have a clear overview of the planning and teaching that is happening within each year group and meet with their link Governor at least twice a year (more frequently if theirs is a focus subject). This should inform an action plan and any budgetary requirements.

### EVALUATING

Meetings should be held, between SLT, Subject leaders, Governors and Class teachers, to discuss coverage of the curriculum. These should evaluate whether each child is receiving their full entitlement, as stated within this document.

Subject Leaders should write a short report about their subject and its coverage to present to the Governing Body on a yearly basis.

### REVIEWING

Following the evaluation of a subject, any necessary changes should be discussed with the Subject leader and class teacher to further enhance each child's entitlement to the curriculum.

# CURRICULUM ENTITLEMENTS

## ENGLISH

### ENTITLEMENT

We believe that reading is at the heart of all learning and we seek to instil a love of reading in all our pupils. We want to develop independent, reflective readers who can read fluently and with understanding. We learn to write for a variety of purposes and across a range of genres. We explore and widen children's vocabulary across the curriculum enabling them to achieve their full potential.

The English curriculum covers Reading, Writing, Grammar Spelling and Phonics. All these key areas are taught daily and also encompass other subject programmes of Science, History, RE and Geography.

Teacher's expectations for all children should be high, but appropriate to the child's current literacy development. Teachers will apply effective teaching practice to Reading/ Writing lessons to ensuring that all children achieve good strengths in literacy. We aim to make children at Foxtton Primary School lifelong readers, writers and learners of the future.

The daily reading programme implemented within the school, involves using rich texts to engage children in their reading and support them as they create texts in their writing.

**During Guided Reading sessions teachers will explicitly and systematically teach:**

Vocabulary and word analysis.

Regularly prompt and guide the children's decoding of unfamiliar words.

Teach comprehension skills and deep analysis of text.

Develop an awareness of inference to enable children to make meaning in reading and writing.

Teachers will model and demonstrate the process of being an effective reader writer.

Teachers will encourage children to think critically in Reading and Writing.

- **Resources**

Children should have access to a wide range of reading and writing resources.

Each class to have a wide range of appropriate reading books for reading at home and in guided reading.

The library has a wide range of non-fiction and picture books.

Phonics resources for each phase.

Class 4 children to read with Class 1 Reception and Year 1 children, as paired reading

Laptops and ipads for spelling activities

- **Visits**

Children to become aware of how English is used in everyday life.

Children to have the opportunity to use visits from other areas of the curriculum to extend and enhance their knowledge of English.

Children take part in Poetry Days and World Book Days

- **Informed teaching assistants**

Teaching assistants will be informed through training or in planning ensuring children receive quality support.

- **Working Environment**

Children will work in an environment where displays and working walls support and enhance their learning

Every classroom to have a reading area which is inviting and wall displays reflect the reading and writing program within the class

- **Professional Development**

The English Subject Leader/HT will support staff to identify their own training requirements based on SL drop in observations in Reading and writing Moderation.

Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses.

Staff will maintain their confidence and expertise by attending staff meeting on moderation and good writing practice /relevant courses.

# MATHS

## ENTITLEMENT

We believe that mathematics is international and crosses cultures. It provides vital skills for life, both practical and theoretical: life skills, such as dealing with time, money, measures and counting, are developed alongside the deeper and more transferable skills of reasoning, mathematical thinking and problem-solving.

The mastery approach accepts that all children are mathematicians. They learn to see things in multiple ways through concrete, pictorial and abstract models and representations, deepening their understanding. Reasoning is woven through the fabric of learning and key skills and knowledge are learnt to automaticity in order to allow a focus on application. Children have time to explore and deepen a rich understanding of concepts before moving on.

Children begin counting and explore additive reasoning. This is then consolidated and deepened as children begin exploring multiplicative reasoning. Multiplicative reasoning is built upon and written methods become more formal as the children begin to explore the connections between fractions, decimals and percentages. All formal written methods are practised and the links between additive reasoning, multiplicative reasoning and ratio and proportion are made more deeply.

We develop fluency alongside reasoning and problem-solving, allowing children to apply their knowledge and skills across the curriculum and to nurture a growing appreciation of the beauty of mathematics.

- **Resources**

Maths resources in each classroom, relevant to the Key Stage.

Access to equipment, including practical resources for weighing and measuring, money, 2D and 3D shapes, Dienes, Numicon, clocks, rulers, number beads, number fans, counters, various containers for capacity, dice, 100 squares, PV grids, protractors, compasses, mathematical paper. Shared and larger resources for general use to be stored and accessed in the cupboards in the KS1 area. An equipment audit will take place and additional resources will be purchased to address any gaps identified.

Mathletics - an online learning platform - will be used to promote love and enjoyment of maths and to consolidate the in-class learning.

- **Visits**

Children to become aware of how Mathematics is used in everyday life. Children to attend Maths Challenges where appropriate. In science week maths will be a focus where appropriate.

- **Informed assistants**

Assistants will be informed through teacher's weekly plans to ensure they are clear of who they are supporting and the learning objectives for each lesson. Assistants to receive training as and where appropriate and lead small groups as guided for a range of suitable interventions.

- **Working Environment**

Children will work in an environment where there is enough space to work, display and collect resources. Working walls to be in a prominent place in the classroom and to follow the guidance of maths advisers in terms of layout. Resources stimulating for children.

- **Professional Development**

The Maths Subject Leader (alongside the Head teacher) will support staff to identify their own training requirements. Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses. Maths subject leader attends termly meetings with Cambridgeshire Maths team as well as having regular visits from our local authority maths adviser.

# EARLY YEARS

## ENTITLEMENT

We believe that the key to great learning is great engagement. From the earliest stage of their school life, children are empowered to take risks, challenge themselves in their learning and think reflectively about what they know. We create an engaging environment that enables the children to become active in their learning, try new things and make links between the different areas of the curriculum. We design, plan and teach a broad and ambitious curriculum that is individualised to the needs and interests of the children and that prepares them for Key Stage 1.

- **Resources**

To cover all areas of the curriculum.

CL - story bags, role play resources, wordless books

PSED - books to share with children on behaviour, puppets, modelling behaviours, team-building games, parachute, emotions cards

PD - adult-supported scissors, pegs, tweezers, springs, small cubes, beads for threading, weaving boards and for gross motor activities a range of balls of different sizes, ribbons, hoops, bikes, trikes, climbing equipment

L - a range of fiction and non-fiction books, topic books, multisensory phonics teaching and resources, small group phonics, audio books, reading corner, small world stories, writing resources including a range of writing implements: pencils (varying grades), felt tips, oil crayons, chalk, paint brushes of different sizes, word mats, guided reading, reading folders

M - counting activities, puzzles, number beads, numicon shapes, number rods/diennes, number cards, 3D and 2D shapes, hundred square, number blocks, outdoor maths learning resources including giant numbers and giant numicon and playground markings, multiple representation/models e.g. tens frame, Hungarian 5 frame, bar model, part-whole model.

UW - resources for different topics, small world figures, maps, non-fiction books, cooking facilities, ingredients, a range of IT equipment including ipads, MP3 players and cameras, Investigation Station outside learning area with scientific tools e.g. magnifying glasses and tweezers.

EAD - art resources including a range of brushes for painting, different papers texture and colour, glue, scissors, resources for making books, staplers, hole punchers, sellotape, masking tape, percussion box with a range of instruments, music related to topics, self-service art/DT area both inside and outside.

Resources will need to be replaced frequently and they must be robust and safe. Ideally resources made from natural material will be sourced.

- **Visits**

- Autumn Term - Local visits (church, rec or village) or visitors to school
- Spring Term - Local visits (church, rec or village) or visitors to school
- Summer Term visit - topic related

- **A safe environment**

Access to the outdoor designated area on daily basis.

Access to the playground

- **Informed assistants**

Daily informal meeting with TA to update observations of children.

Liaise with TA over any new ideas or updates from courses attended.

Shared planning with TAs

HLTA trained for PPA cover



- **Working Environment**

Children will work in an environment where there is enough space to work, display and collect resources.

Classroom will be organised to allow continuous provision and for children to be able to flow from activity to activity

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.

Teacher and TA to attend courses/training relevant to the EYFS curriculum.

Teacher to go to network meetings to liaise with other early years teachers and visit other settings regularly

CPD for TAs coordinated by subject leaders and SENCO

## ICT AND COMPUTING

### ENTITLEMENT

We believe in equipping children with the tools to create and use with care the technology of the future. Drawing on their knowledge and skills in mathematics, science and design and technology, children will learn to program and understand digital systems, using these responsibly to solve problems, to communicate, to collaborate and to create. Children at Foxtan will be able to understand algorithms and to use logic to debug them in programs that they can use to control or simulate. They will be able to use technology to store and retrieve information about themselves and others and know how to keep this private when needed. They will be able to evaluate effectively the content that they consume.

Children currently have an average of an hour per week of specific computing teaching in order to ensure they develop a broad range of computing skills. Discovery Education is used as an online platform to teach coding skills with a clear progression through the school. This begins with block coding and making objects move, moving on to higher-level work such as multiple variables. There are opportunities to move beyond block coding to other languages such as Python.

Teachers are encouraged to make use of technology during other sessions as appropriate and regularly do so, often through the use of laptops, iPads and Chromebooks for research, making presentations and handling data.

Where possible, within the financial constraints applied by outside agencies, we seek to keep technology up to date. This academic year, the Friends have assisted our programme to replace the Smartboards in each classroom.

An appendix to our Acceptable Use Policy contains a Code of Conduct for children and helps to protect children from online threats. Each half term contains an online safety focus alongside the coding. There are also regular online safety lessons as part of PSHE and reminders as part of whole-school events such as assemblies and Buddy Groups over the year.

- **Experience**

The school will endeavour to increase children's awareness of how ICT is used in everyday life and pupils will be given access to real world applications of computing skills.

Children will use a wide variety of hardware, software and online resources to support their curriculum activities. This is kept up to date and care is taken to ensure consistency in deployment of the software across all school laptops. This may include exploration of new and emerging technologies which encourages use of ICT in a variety of learning contexts.

Children are encouraged to use online learning in a safe and supportive way to allow them to progress in various computing skills. Children have access to specific e-safety lessons which encourage them to consider the risks associated with online activities.

- **Resources**

Children should have access to a wide range of both hardware and software resources. Chromebooks, iPads and laptops are available to use at any point and can be borrowed from the trolleys in the library and server cupboard. It is important to regard ICT as an integral part of the learning environment and keeping IT resources as up to date as possible enables this to happen.

Monitoring and maintaining this hardware enables the quality of the Teaching and Learning to continue to improve. It is unrealistic to expect classroom teachers to be technical experts and it is important to provide appropriate support both in and beyond lessons. Therefore, the school employs an ICT technician who is available to maintain equipment and for technical support in class.

- **Professional Development**

The computing subject leader supports staff to identify their own training requirements. Where required, staff are supported through inset days and staff meetings. The computing subject leader is responsible for their own professional development and is developing a programme of training for the subject leader and staff.

- **Informed assistants**

Assistants are informed through training or in planning to ensure children receive quality support.

# SCIENCE

## ENTITLEMENT

We believe that science stimulates the minds of our children, encouraging curiosity to give them a deeper understanding of the world using an enquiry approach to science. We believe that science should be fun, relevant and practical. Science lessons in our school encourage children to ask questions, provide opportunities for them to explore, plan fair tests and investigate areas of interest and provide our children with the skills and understanding to use a range of resources and equipment to support their investigations.

- **Resources**

Children should have access to a wide range of well maintained, up to date resources. Resources will be organised to allow neat and tidy collection and storage after use. The school should also make use of the free resources available from various local scientific establishments, for example Natural Science Museum, Melbourn Village College and other resources from the University of Cambridge and volunteering groups (such as Explorify.) The school should make use of British science week resources and encourage a full day of exciting, hands-on activities.

- **Visits**

Visits to experience hands-on activities are very important for the children to understand scientific issues, dilemmas and problems. Where possible, children should experience visits that give them the opportunity to see the concepts they are learning first hand and in a real life context. Examples of these visits could be Shepreth Wildlife Park and a walk in Foxton woods or near a brook. Foxton is reestablishing links with the local secondary school's science department. Members of the local community who are scientists come into the school to talk and inspire the children.

- **Informed assistants**

Teaching assistants will be informed through training or in planning ensuring children receive quality support.

- **Working environment**

Children will work in an environment where there is enough space to work, display and collect resources. The science working wall will support children in their learning by displaying key words and key concepts that could be referred to each session.

- **Professional Development**

The science subject leader will support staff to identify their own training requirements based on subject leader drop in observations and book scrutiny.

Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses.

## ENTITLEMENT

We believe in teaching children reflective open-mindedness to live in a multicultural world. We learn about other's beliefs and practices through art, stories, discussion, artefacts and drama in a safe and respectful space. We explore the main world religions of Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism, as well as Humanism, making links between them through common themes as classes and a whole school.

- **Resources**

Children should have access to a wide range of quality resources.

Hinduism - photos, art, music, clothes, murtis, puja set, story books, non-fiction books

Sikhism - photos, art, music, examples of 5ks, turban, story books, non-fiction books

Islam - photos, art, music, prayer mat, Qur'an with stand, story books, non-fiction books

Judaism - photos, art, music, Torah, Kippah, story books, non-fiction books

Christianity - a cross, art, music, candles, Bible, story books, non-fiction books

- **Visits**

Children to become more aware of how Anglicans

Classes 1 and 2 should make a visit to the church as part of a unit of work each year, and the school will visit as part of a performance e.g. Nativity.

The school should have one opportunity to visit another faith's place of worship,

e.g. Islamic Mosque, Jewish Synagogue, Hindu Temple, Sikh Gurdwara, Ely Cathedral, Catholic church

- **Visitors**

The children will have a Reverend assigned to the village from the church to visit at assemblies, festivals and church visits.

When possible, leaders from other faiths or adults from other cultures/faith to give talks, workshops and support lessons.

- **Teaching and Learning**

Children to become more aware of people of faith around the around as well as in their own locality.

Children to value the diverse culture in the school.

Children will follow the Curriculum Plan for RE from the Cambridgeshire Syllabus.

Work will be documented in RE books as well as on displays in classrooms and a whole school display.

Children will have opportunities to explore the 7 world religions and Humanism over the course of their 7 years at Foxton, from Reception to Year 6, in focused units of work and thematic units of work.

Children will have the opportunity to take part in Collective Worship in Assembly, with songs that may reflect or stem from the Anglican faith.

- **Working Environment**

Children will work in an environment where there is enough space to work, display and collect resources.

Every classroom will have an RE display that reflects the current learning, provides opportunities for reflection and reference, and shows example of pupil voice.

- **Professional Development**

Re subject leader will maintain their confidence and expertise by attending relevant courses and seeking the advice and support of the Local Authority advisor.

The RE coordinator will feedback relevant information and issues from these sessions.

As appropriate and needed, the Subject Leader will lead staff meetings to develop the staff's subject knowledge, teaching and assessment.

As appropriate and needed, the Subject leader will support class teachers in the planning and assessment of unit of work.

# MUSIC

## ENTITLEMENT

We believe that music enriches a child's learning and provides a wonderful opportunity for creativity. We provide opportunities for children to develop their love of music, which enables them to increase their self-confidence and sense of achievement through creating their own music. We learn about how music is created, how to use our voices expressively and about the history of music. We explore different styles of music, music from different cultures and use a variety of instruments and technology in order to support our learning. Children have the opportunity to take part in extracurricular activities linked to music.

- **Resources**

Children should have access to a wide range of resources. Pupils use a mixture of pitched and un-pitched percussion which includes instruments from other cultures. Pupils use equipment such as Ipads for composition.

A recorder club runs on a weekly basis and children can borrow recorders if required. Children are able to join Rocksteady; an external provider who teaches and supports the children to perform as part of a band/group. They then have the opportunity to perform to the school and their families on a termly basis.

Children take part in a weekly singing assembly and KS2 work on a Performance during the Summer term which parents and visitors are invited to. KS1 learn songs and words to perform the Nativity each Christmas which parents enjoy.

We have a peripatetic teacher who teaches piano, recorder, flute and clarinet. Children are encouraged to perform during a Friday assembly as children enter and leave the hall.

- **Visits**

External visitors invited in to provide enrichment such as leading performances eg, 'Jack and the Beanstalk' during the Autumn term.

- **Working Environment**

Children will work in the hall, music room (Medical Room), pod and classroom where conditions do not endanger their learning. They are taught how to handle the resources safely.

There will be enough space to work, display and collect resources. Recordings of the children performing are stored securely on the multimedia drive

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support. Where appropriate, resources are adapted as required, through differentiation.

- **Professional Development**

Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses.

# Physical Education

## **ENTITLEMENT**

We believe a high-quality physical education curriculum inspires all pupils to succeed in competitive sport and encourages our children to become physically confident with developing their health and fitness. We strive to develop opportunities to compete in sport and physical activity to develop character and instil values of fairness and respect.

- **Resources**

Children should have access to quality resources enabling them to practice skills individually as well as part of a group. Equipment should be appropriate for the task at hand and well maintained. At Foxton, we have a wide variety of sporting resources that are non-traditional and inclusive. We work with the South Cambs School Sports Partnership (SCSSP) to ensure all pupils and staff are supported and given opportunities.

- **Sport & Competition**

Children should be given the opportunity to practice their skills in both intra-school and inter-school competition. After school sports clubs should be provided. Using the SCSSP, we take part in various competitions throughout the academic year. These competitions target all pupils from disadvantaged to gifted & talented. We encourage disadvantaged and Pupil Premium pupils (Y5/Y6) to compete in tailored sporting events to support with transition into secondary schools.

- **Informed assistants**

Teaching assistants will be informed through training or in planning ensuring children receive quality support. The training is delivered by a highly qualified sports coach provided by the SCSSP. HLTAs are also trained to support children achieve their best within the sporting activities.

- **Working Environment**

Children should work in a suitably sized area for the PE activity, this may be in the hall, playground or school field, depending on the sport being taught.

- **Professional Development**

PE subject leader to support staff with planning where necessary.

Staff should receive appropriate opportunities for professional development, either by attending relevant courses or by qualified individuals visiting school.

SCSSP deliver appropriate training courses for the PE subject lead.

# HISTORY

## ENTITLEMENT

At Foxton Primary School we believe that history inspires children's natural curiosity and encourages them to ask questions to find out what has happened in the past. We learn about Britain's past by investigating the local area, as well as the wider world and other civilisations. We explore by bringing history to life by using original sources, looking at historical artefacts and also visiting sites of interest.

- **Resources**

Children should have access to a wide range of resources including historical artefacts / loan boxes  
Children able to research online on secure sites

- **Visits**

Historical experiences will be enhanced through educational visits eg West Stow (Anglo Saxons), Hedingham Castle, Imperial War Museum Duxford (aircraft) and Fitzwilliam Museum (Egypt)  
Historical visits around Foxton  
Risk assessments will be made on any planned educational trips and be recorded in EVOLVE.

- **Informed teaching assistants**

Teaching assistants will be informed through training or in planning ensuring children receive quality support.

- **Working Environment**

Children will work in an intellectually stimulating working environment with relevant displays and artefacts on hand for children to engage with and vocabulary to support their learning.

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.  
In the case of an educational trip, staff will be expected to discuss venue/experience with members of the school staff or with the personnel at the venue.

# GEOGRAPHY

## ENTITLEMENT

We believe that teaching Geography through our theme-based curriculum will inspire children and nurture a curiosity and fascination about the physical world. We learn by visiting the local area and researching about the wider area, learning how to draw and interpret maps, developing geographical understanding. We explore topics such as the village of Foxton, the country in which we live, as well as the seven continents and five oceans in order to deepen our understanding of the world.

- **Resources**

Children should have access to a wide range of resources including atlases, maps, topic-related books and loan boxes.

Children able to research online on secure sites.

- **Visits**

Geographical experiences will be enhanced through educational visits

Geographical visits around Foxton

Risk assessments will be made on any planned educational trips and be recorded in EVOLVE.

- **Working Environment**

Children will work in an intellectually stimulating working environment with relevant displays and artefacts on hand for children to engage with.

- **Informed teaching assistants**

Teaching assistants will be informed through training or in planning ensuring children receive quality support.

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.

In the case of an educational trip, staff will be expected to discuss venue/experience with members of the school staff or with the personnel at the venue.



# ART AND DESIGN

## ENTITLEMENT

We believe that art enables children to express themselves and be creative; giving them a sense of achievement through the creation of their work. We encourage children to think critically whilst developing a greater understanding of art and design. We teach skills that enable the children to use a range of materials and we teach about great artists and their work. We encourage the exploration and development of different techniques and we teach about historical and cultural development. Cross curricular links are made wherever possible to support other areas of the curriculum.

- **Resources**

Children should have access to a wide range of resources and materials including; watercolour paints; oil pastels; clay; textiles and sculpture materials. Children should also be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

- **Visits**

Staff will make use of the wide range of galleries and museums available in Cambridge, including the Fitzwilliam Museum when there was a temporary exhibition of David Hockney, which supported the art work in Class 3.

- **Working environment**

Children will work in an environment where there is enough space to work, display and collect resources. Children will have the right tools and equipment available and be trained to use them correctly and safely.

Children will be able to use outside spaces as well as the classroom e.g. the school grounds, outdoor classroom.

- **Informed assistants**

Assistants will be informed through training or in planning, ensuring children receive quality support. Within some classes, Art and Design is taught by skilled HLTAs.

- **Professional Development**

Staff will attend relevant courses and training to keep skills and knowledge updated.

# Personal, Social, Health and Economic Education

## ENTITLEMENT

We believe in equipping children with a sound understanding of self, family and identity. We also believe in teaching children about risk in order to have the knowledge and skills necessary to make safe and informed decisions in life. We learn through an ambitious curriculum which sets out learning opportunities for each key stage in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. We explore these key themes through oracy, drama, stories and art.

- **Experience**

The school will endeavour to increase children's awareness and understanding of life skills through sequenced lessons in the three key areas of PSHE: Relationships, Health and Wellbeing, Living in the Wider World.

Lessons will enable opportunities for children to broaden their perspective to develop key values of tolerance and inclusivity towards others.

Children will be encouraged to problem-solve in different scenarios and situations. They will develop their awareness of dangers in the wider world and ways in which they can keep themselves safe.

- **Resources**

Children should have access to a wide range of texts that encounter various problems and scenarios from which they can learn how to problem-solve. These texts should be age-appropriate, but we recognise the value of picture books throughout the Key Stages. Children should also have access to videos, images and concept cartoons that are thought provoking and engaging. These resources may come from DIALLS, PSHE Association and Cambridgeshire Primary Personal Development Programme.

Children should have topic books in which they can record their learning and reflect upon at later stages.

- **Professional Development**

The PSHE Subject Leader supports staff to identify their own training requirements. Where required, staff are supported through inset days and staff meetings. The PSHE Subject Leader is responsible for their own professional development and regularly attends training days and cluster meetings.

- **Informed assistants**

Assistants are informed through training or in planning to ensure children receive quality support. The teaching of PSHE is mainly supported by Cambridgeshire Primary Personal Development Programme.

# SPANISH

## ENTITLEMENT

We believe that the learning of a modern foreign language provides a cultural experience for our pupils and allows them to deepen their understanding of the world. At Foxtton Primary School, the aim of teaching Spanish is to introduce our children to another language in a way that is enjoyable and fun. We learn to develop communication skills using a developing knowledge of Spanish. We become confident and able linguists who can express ideas and thoughts in another language. We explore the Spanish language and culture in Spain as well as other Spanish-speaking countries. This fosters an interest in learning languages by laying down the foundations for future study and helps children to appreciate a sense of global citizenship.

- **Resources**

Children should have access to a wide range of resources, such as: ICT resources (laptops and ipads) and published resources such as dictionaries, books, board games, pictures and maps.

- **Working Environment**

Children will work in an environment where there is enough space to work, display and collect resources.

Children contribute to Spanish display walls.

- **Informed assistants**

Mrs Sanders visits Foxtton on a weekly basis to teach Spanish in Class 3 and 4.