



Foxton Primary School

Curriculum Entitlements Document

Date:	January 2025
Reviewed by:	Janet Muir & Staff & Governors
Next Review date:	January 2026
Signed:	

Foxtton 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:

English

Maths

Early Years

Foundation Subjects:-

Art and Design

Computing

Geography

History

Music

PE (Physical Education)

PSHCE (Personal, Social, Health and Citizen Education)

RE (Religious Education)

Science

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
Ensuring consistency across year groups

Assessment Implementation and development of the assessment system – INSIGHT (Years 1 – 6)
End of Key Stage framework for KS1 and KS2
Implementation of SATs
NFER Tests
EYFS – RBA
Tracking of vulnerable groups
To develop effective interventions

During the academic year 2024 to 2025 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)

Ensuring all groups of pupils make as strong progress in Writing as they do in reading and maths
To improve the standards in writing and at greater depth throughout the school
KS2 end of year assessments
EYFS – ongoing Phonics assessments - RBA
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)

Implementation of new scheme (Switched on Science)
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 2025 - 2026.

During each academic year Subject Leaders, for all of the core subjects, will present or write a brief report for the governing body. Reports are held by the Subject Leader for reference.

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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, Science – Switched on Science, Music – Charanga, RE, PSHCE & 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, SEND support, teacher focus group work, ICT use when appropriate.
- A weekly Guided Reading plan, which includes activities specific for groups
- A weekly Phonics Plan (EYFS/KS1)

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 annually (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 meet with their Link Governor, who writes a short report about their meeting and presents 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. These key areas are taught daily and are directly inter-related with other subjects such as 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 and Writing lessons to ensuring that all children achieve good strengths in literacy. We aim to make children at Foxton 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 own writing.

During Guided Reading and Whole Class Reading sessions teachers will explicitly and systematically teach;

Vocabulary and word analysis.

Regularly prompting and guiding the children's decoding of unfamiliar words.

Comprehension skills and deep analysis of text.

Develop an awareness of inference to enable children to fully understand the text.

Model and demonstrate the process of being an effective reader and writer.

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.

Year 6 children to read with Reception and Year 1 children, as paired reading.

Laptops to provide support for those with specific learning barriers.

- **Working Environment**

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

Classrooms to have an inviting reading area stocked with a range of books

- **Professional Development**

The English Subject Leader is responsible for their own professional development and regularly attends English Subject Leader meetings, Reading, Writing or assessment meetings led by the County English Advisors, English moderation cluster meetings and meets with the County English Advisor.

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

Where required, staff are supported through inset days and staff meetings, led by the English Subject Lead or County English Advisor.

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

MATHS

ENTITLEMENT

At Foxton Primary School, we understand that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the wonder of mathematics and a sense of enjoyment and curiosity about the subject.

We aim to ensure children:

- Become fluent in the fundamentals of mathematics, through varied and frequent practice, with increasingly complex problems over time.
- Develop an ability to recall knowledge and apply arithmetic rapidly and accurately.
- Reason mathematically by following a line of enquiry, identifying relationships and using mathematical language to explain.
- Understand, retain and apply mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

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.

Early Years Foundation Stage (Reception) follow the EYFS curriculum focusing on Number & Numerical Patterns. We use the White Rose scheme in Reception in order to provide a secure sequence of learning throughout the school. Maths in Year 1 to 6 is taught following the National Curriculum 2014. We follow White Rose planning and we use a variety of resources to help support the learning in Maths. Each Year group follows this scheme, incorporating all areas of Mathematics as outlined in the National Curriculum for each year group.

Planning incorporates short and main tasks, focusing in on differentiation, with reasoning tasks embedded within most lessons. Maths lessons are interactive to ensure that children enjoy and participate in their lessons. Different strategies are taught throughout the school – see Calculation Policy. We aim to ensure that Mathematics is a subject which children view positively and with a ‘Can do’ attitude. Our curriculum allows children to better make sense of the world around them by making connections between mathematics and everyday life.

We develop fluency alongside reasoning and problem-solving, with fluency time, such as counting skills, embedded within each lesson, allowing children to apply their knowledge and skills across the curriculum and to nurture a growing appreciation of the beauty of mathematics. In addition, Key stage 2 have frequent Maths fluency sessions - 3 times a week in the morning. These sessions refresh the key skills and knowledge taught in prior year groups and earlier in the current year. This helps the children to retain Mathematical understanding through frequent use. These sessions are largely number focused but will also touch on shape and statistics where appropriate. Working walls to be in a prominent place in the classroom and allowing children to revisit their learning journey in Maths, as well as providing support such as key language and reasoning question response stems. Furthermore, Mathletics – an online learning platform – will be used to promote love and enjoyment of maths at home and to consolidate the in-class learning.

Resources

General maths resources are freely accessible in each classroom, relevant to the Key Stage. They will be freely available for all children in all relevant lessons. Specialist resources, such as clocks for time, will be available to all children in the relevant lessons in all year groups. An equipment audit will take place if possible each year and additional resources will be purchased to address any gaps identified.

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 which prepares them for Key Stage 1.

- **Resources**

To cover all areas of the Early Years and Foundation Stage Framework 2021.

Communication and Language - story bags, role play resources, wordless books

Personal, Social and Emotional Development - books to share with children on behaviour, puppets, modelling behaviours, team-building games, parachute, emotions cards

Physical Development - 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

Literacy – 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

Maths - counting activities, puzzles, number beads, numicon shapes, number rods/dienes, 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.

Understanding the World - 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.

Expressive Arts and Design - 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 and a range of instruments, music related to topics, self-service art/DT area 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 a daily basis and access to the playground.

- **Informed assistants**

Daily informal meeting with TA to update observations of children. Tapestry is used for recording of observations. Teacher regularly liaises with TA over any new ideas or updates from courses attended. Planning displayed in Active Learning area and HLTA is 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. The interests of the children inform the continuous provision, including the role play area.

- **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

ART

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 Badger Class.

- **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.

- **Professional Development**

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

COMPUTING

ENTITLEMENT

Vision

Our computing curriculum aims to inform children how to be safe, creative and competent in Computing when leaving Foxton.

Intent

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 Foxton 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.

Implementation

Our computing curriculum is separated into three main threads: digital literacy, technology in our lives and E-safety. These threads enable teachers to plan for progression from EYFS to year six, ensure we cover the National Curriculum and prepare pupils to be ready for secondary curriculum and life beyond.

Digital literacy develops pupils' understanding of how computers work by understanding how Computers follow simple instruction and children will discover this by undertaking a range of programming activities. In addition, pupils develop logical reasoning skills to problem solve when doing these activities. Technology in our lives teaches pupils how to be effective users of daily tools such as e-mail, search engines and networks. E-safety ensures pupils are safe users of technology, who are able to protect themselves and know what to do when things go wrong.

Children from our area have a range of Computer literacy skills when they start Foxton and our curriculum aims to support children of all backgrounds, resulting in them having sound Computing skills when they leave for secondary school.

Computing is taught with discrete lessons or by being integrated into our themes, which allows teachers to be flexible to meet the needs of the cohort. Knowledge organisers support the teaching of E-safety.

In addition, 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.

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 PSHCE and reminders as part of whole-school events such as assemblies and Buddy Groups over the year.

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 interpret and draw, and developing geographical understanding. We explore topics such as the village of Foxton, the country in which we live and the seven continents and five oceans in order to deepen our understanding of the world.

- **Resources**

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

Children are able to research online on secure sites.

- **Visits**

Geographical experiences will be enhanced through educational visits

Geographical visits around Foxton

Risk assessments will be completed 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.

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

- **Professional Development**

The Geography Subject Leader is responsible for their own professional development and attends training days and cluster meetings.

The Geography Subject Leader supports staff to identify their own training requirements and will support Teachers and TAs to maintain their confidence and expertise by attending relevant courses.

Where required, staff are supported through inset days and staff meetings.

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 have access to a wide range of resources including historical artefacts / loan boxes and a wide selection of books for the school library.

Children are able to research online on secure sites

- **Visits**

Historical experiences will be enhanced through educational visits eg West Stow (Anglo Saxons), Hedingham Castle and Fitzwilliam Museum (Egypt)

Historical visits around Foxton.

Risk assessments will be completed 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 and vocabulary to support their learning.

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

- **Professional Development**

The History Subject Leader is responsible for their own professional development and attends training days and cluster meetings.

The History Subject Leader supports staff to identify their own training requirements and will support Teachers and TAs to maintain their confidence and expertise by attending relevant courses.

Where required, staff are supported through inset days and staff meetings.

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 scheme of work – Charanga – is used to support the teaching of music.

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. Children 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 year. Children are invited to take part in 'Young Voices' concert at O2 Arena – weekly after school practice

- **Working Environment**

Children will work in the hall, music room (Lounge), 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

- **Professional Development**

Teachers and TAs will maintain their confidence and expertise through regular INSET and by attending relevant courses. Where appropriate, resources are adapted as required, through differentiation.

PE (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.

- **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.

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.

SCSSP deliver appropriate training courses for the PE subject lead.

PSHCE (Personal, Social, Health and Citizenship 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 PSHCE: 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 PSHCE Subject Leader supports staff to identify their own training requirements. Where required, staff are supported through inset days and staff meetings.

The PSHCE Subject Leader is responsible for their own professional development and regularly attends training days and cluster meetings.

Teaching 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.

RE (RELIGIOUS EDUCATION)

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, a variety of different Bibles, story books, and non-fiction books

- **Visits**

Our local Anglican (Church of England) church, St Lawrence's

Hedgehog Class 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 Christian denomination or a different 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 them as well as in their own locality.

Children to value the diverse culture in the school.

Children will follow the Curriculum Plan for RE based around 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 units of work.

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.

Teachers use the scheme, 'Switched on Science' to support their planning and teaching.

- **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.

- **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.

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

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: video clips and songs, 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.

- **Teaching**

An experienced peripatetic teacher visits Foxtton on a weekly basis to teach Spanish to the Year 3 / 4 children in Badger class and the 5 / 6 children in Owl Class.