



West Byfleet Junior School

Curriculum Policy

Intent

At West Byfleet Junior School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses the formal requirements of the National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and to develop as independent, healthy, confident and successful learners, with high aspirations towards making a positive contribution to their community and wider society.

Our Values based aims are:

- to ensure inclusivity and equality through high quality provision that embraces every child's needs
- to prepare children with the essential knowledge and skills for their future, fostering an understanding of how they connect to the past, live in the present and look to the future
- to encourage a passion to learn through the exploration of new skills and **opportunities** to nurture **creativity** and curiosity
- to provide learning experiences with children's wellbeing at its very heart thus promoting **kindness**, confidence and **resilience**
- to promote an **aspirational** attitude towards learning, so that all children enjoy coming to school and embrace new challenges; pushing their own boundaries to succeed
- to celebrate the diversity and utilise the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development
- to equip children with the desire to lead both physically and emotionally healthy lives

Implementation

At West Byfleet Junior School our curriculum is underpinned by the values that we hold dear, AROCK. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The curriculum incorporates the statutory requirements of the National Curriculum 2014 whilst providing experiences and opportunities which best meet the learning and developmental needs of the children in our school. At the heart of our curriculum is the use of enquiry-based questions that motivate, inspire and create inquisitive and enquiring learners. Where possible, with relevant and meaningful links, topics are taught through the inclusion of subjects across the curriculum.

A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. The school takes pride in providing an inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress from their individual starting points.

Our curriculum allows for the accumulation of knowledge and the development of a range of transferable skills, for the children to build on what they know and allow knowledge to enter the long-term memory.

Subject leaders provide progression of skills and knowledge that sequence learning journeys for each year group, they form part of a whole school map. Our medium-term plans give clear guidance on previous learning and future learning. Some subjects follow a scheme, such as, White Rose in maths, Language Angels in MFL and SCARF for PSHE and RSE.

Each year group has carefully planned curriculum content which provides opportunities to learn about the past, the wider world, culture and our local community. In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning.

Our curriculum design aims:

- To celebrate how all children are unique and promotes respect for the views of each individual child, as well as for people of all cultures.
- To value the spiritual and moral development of every child, as well as their intellectual, mental, emotional and physical growth.
- To promote community cohesion, cooperation, respect and understanding between all members of our community.
- To teach respect for our world; how we should care for it for future generations, as well as our own.
- To build in opportunities in every learning experience to develop a rich and robust vocabulary bank to develop articulate individuals.

Impact

Our bespoke curriculum, including targeted interventions, ensures that all children make progress. Our high expectations ensure that challenge is incorporated within all curriculum areas. Children demonstrate the impact of our curriculum through their behaviour for learning; children are confident and successful learners. All our school community are leaders of learning. Children have an opportunity to share and celebrate their learning with each other, their parents and the wider community. Children feel safe to try new things. Developing their resilience, spirituality and an understanding of their part within the world and their life-long love of learning is what motivates our curriculum.

Withdrawal

Our curriculum at West Byfleet Junior School is designed to be fully inclusive, it includes the teaching and learning of all statutory and non-statutory subjects and provides the 'Cultural Capital' that is every child's right. We are equipping children with essential skills and knowledge to allow them to flourish and lead successful and productive lives. Parents do not have the right to withdraw their children from accessing the curriculum apart from the non-statutory components of sex education within RSE. If a parent/carer wishes to withdraw their child, they must arrange to meet with the Headteacher to discuss the reasons. Alternative arrangements are provided for children who are withdrawn from RSE.

Home Learning

At West Byfleet, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason, we believe it is important that children have homework set that will support learning within the classroom. Homework is carefully planned to embed, explore and enrich learning. As well as encouraging children to be independent in their learning the aim of homework is to also allow for parental engagement and support.

Educational Visits

At West Byfleet we offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards and are a valuable and important part of the learning process.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Embed, enlighten and enrich the curriculum and the student's learning experience

Residential courses should further self-discipline, organisation, empathy and teamwork

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed.

Roles and responsibilities

School Governors

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation:

- To ensure a robust framework is in place for setting curriculum priorities and aspirational targets
- To ensure the school implements the relevant statutory assessment arrangements
- To participate actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school's procedures for assessment meet all legal requirements

Curriculum Leader

The Curriculum Leader is responsible for the curriculum design and development by:

- Leading with vision, aspiration, and action
- Having a strategic overview of the existing curriculum
- Ensuring all subjects are equally represented in the curriculum framework
- Reporting on all aspects of the curriculum to the governing board and headteacher
- Working with external advisors to provide CPD opportunities
- Creating School Improvement Actions that include priorities from Ofsted targets and identified areas for improvement
- Supporting and developing subject leaders' roles
- Holding subject leaders to account

Subject Leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy by:

- Providing a strategic lead and direction for the subject
- Supporting and offering advice to colleagues on issues related to the subject
- Keeping up to date with new initiatives
- Monitoring pupil progress in their subject area
- Providing efficient resource management for the subject

Policy: Curriculum
Nominated Staff Lead: Satvir Babra
Nominated Governor Lead: C and L Chair

Status: Non Statutory
Review cycle: Annual
Next review date: Summer 2025

- Accessing training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Further Guidance

Related Policies:

- SEN
- Teaching and Learning
- Assessment

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Art

Our vision for Art at West Byfleet Junior School, is to engage, inspire and challenge pupils creatively, by giving them the opportunities to develop their own knowledge about different art forms and cultures as well as to evolve their artistic skills through experimenting, creating, responding to, and inventing their own pieces of art, craft and design work. We aim for children to produce artwork which explores their own imagination and creativity.

Intent

We aim to engage, inspire and challenge pupils by giving them the opportunities to develop their knowledge and skills to experiment, create and invent their own pieces of art, craft and design work.

Pupils are exposed to a range of different artists from around the world, who specialise in a variety of different art mediums. This exposure enhances their understanding of how art and design have shaped our history and the contribution they have on the culture, creativity and wealth of both The United Kingdom and other countries and cultures around the world.

It is an aim for children to produce art work which explores their own creativity and imagination. They will be encouraged to experiment with a range of mediums such as drawing, painting, sculpture and other art and design techniques.

Implementation

Art techniques

Throughout the academic year, all children are taught a variety of different art techniques. These are: drawing, painting, collage, 3D, printing and textiles. Within these topics, children have access to a variety of different mediums. They are encouraged to experiment and explore the use of mediums such as, oil pastels, acrylic paint watercolours, sketching pencils and chalk pastels.

Planning and delivery

Teachers have access to the use of access art to their teaching of the different techniques.

We have previously followed Suffolk Scheme, which is still available for support Teachers to feel confident when delivering the art curriculum

Assessment

To monitor development and progression across year groups and topics, a book look will be completed to assess the artwork being created through the different techniques.

Art work of different techniques across the year group should be collated to show progression through the different year groups

Diversity

The children are taught about a range of artists, from famous ones such as Claude Monet and Henri Matisse to artists from different cultures to broaden their knowledge and understanding of different cultures and lifestyles and how these are depicted differently.

To support teachers, there will be a bank of artists, which link to their topics in each year group.

Impact

Well thought out and planned lessons, which so a good progression throughout the different year groups. There are no overlaps of Artists.

Assessment

Art and Design will be assessed throughout the making process, through dialogue and conversation. It is important to value the individual's creativity, providing opened ended feedback and questioning.

The progress of each individual child will be demonstrated strongly through the use of sketchbooks, which are used to record ideas, reflections, artist research and the development of technical art skills. Each child is unique and each sketchbook should be unique, as this enables learners to develop their independence and creativity. When you look through a sketchbook, you will be able to see ideas developing, skills improving, knowledge being recorded, critical thinking about artworks and the purpose of a project.

At the beginning of each Art unit, the children will be provided with a stimuli which links to the unit and they will respond to it in their own way. The teaching of the unit will then happen, where the children will be given opportunities to explore, research and experiment. To then assess the children's learning and understanding at the end of the unit they will then been asked to respond to the same or similar stimulus. This will provide evidence for the teacher to see the knowledge and skills progression of the child.

Inclusion

All children should be able to access Art and Design lessons due to them being taught in a way which appeals to all different types of learning styles. This will be achieved in lessons through the visual aids provided, the resources accessible to children, the classroom in which Art is taught (Classroom or Art Room) and planning choice-based Art lessons.

Resources will be accessible, ensuring items such as pencils, paintbrushes and scissors can be found and put away in the correct place easily and where appropriate, specialist tools will be provided. When sketching, a range of drawing aids will also be provided for example, grids, templates and viewfinders.

During lessons, time for sensory exploration will be planned. A variety of tools and processes will be used:

Real objects related to the learning will be used – eg for a project on The Romans, real Roman artefacts can be used which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed. Use the body in direct ways to create outcomes or products – eg using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to blend. Explore natural materials related to the topic through sight, sound, smell and/or taste – eg in topics on food, fruit or vegetables.

ICT can be used to support learning in Art and Design. It can be used help develop a child's knowledge through research, supporting activities where children may not

have the mobility and dexterity to simulate traditional materials and techniques, capture images and processes, revisit and evaluate and modifying their practical work.

To support in the development of Artist Language, objects and materials will be used to explore and develop the language needed to describe and discuss observations and experiences. Teachers will highlight new words and key vocabulary.

Enrichment

At West Byfleet Junior School many enrichment opportunities take place beyond the core offer of Art in our school. The following take place ensuring that Art is a rich area of the curriculum at WBJS and outcomes are impressive. The enrichment opportunities in Art include:

Termly enrichment days with at least two different art activity choices on offer to children.

Individual projects linked to external events- Nativity art at Guildford Cathedral; Pyrford and Wisley Flower Show Junior art competitions; exhibiting art at St John's Church

The Centre Piece Art Project, where the children's work is exhibited at The Light Box Gallery – Woking

West Byfleet Junior School is an Arts Award Centre. This means children at West Byfleet Junior School have the opportunity to:

Participate in a range of artistic activities

Experience art organisations, artists and their work

Creating pieces of art work

Identifying and communicating what they have learnt, discovered and enjoyed

Computing

As computing is an increasing part of life today, it is essential that all children gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. We want to prepare our children to not only be able to use technology successfully but also to understand how it works. Our computing curriculum enables them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating, effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

Intent

Through our computing curriculum at West Byfleet Junior School we aim to give our children the life-skills that will enable them to embrace and utilise new technology in a creative, as well as responsible and safe way in order to flourish. Our computing curriculum develops the skills and knowledge children need to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities.

We provide opportunities for our children to be digitally literate and competent users of technology with an understanding of how technological devices and software are an integral part of everyday life and that as a society we are becoming ever more reliant on technology to guide, innovate and develop practice in the workplace, education, and daily life. The use of technology supports learning across the entire curriculum and is key to developing creativity, resilience, problem-solving, and critical thinking skills.

Implementation

Our computing curriculum is built around the DFE funded Teach Computing scheme of work (<https://teachcomputing.org>) which has been customised for schools to include relevant digital and learning resources. The scheme is structured in units. The units are based on a spiral curriculum, where each of the themes is revisited regularly. Children revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made within a theme in consecutive years. For these units to be coherent, the lessons within a unit are taught in order.

Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies, which support making computing topics more accessible.

Within the Teach Computing Scheme, every year group learns through units within the same four themes, which combine ten strands.

Algorithms - Be able to comprehend, design, create, and evaluate algorithms

Computer networks - Understand how networks can be used to retrieve and share information, and how they come with associated risks

Computer systems - Understand what a computer is, and how its constituent parts function together as a whole

Creating media - Select and create a range of media including text, images, sounds, and video

Data and information - Understand how data is stored, organised, and used to represent real-world artefacts and scenarios

Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts

Effective use of tools - Use software tools to support computing work

Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems

Programming - Create software to allow computer to solve problems

Safety and security - Understand risks when using technology, and how to protect individuals and systems

Impact

Our approach to the curriculum results in a relevant, engaging, and high-quality computing education. The spiral structure allows for areas to be revisited so that misconceptions and knowledge gaps can be addressed. This supports varied paces of learning and ensures all pupils make good progress. By the end of Year 6, children should feel confident in using a range of technology. They should be able to recognise how to keep themselves safe online, and they should understand the importance of being a good digital citizen. Children should have a sound knowledge of up to date technologies and how they can be used to enhance their learning and the curriculum.

Assessment

Formative Assessment

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the children that they are working with, and you are encouraged to change parts of the lesson, such as how much time you spend on a specific activity, in response to these assessments.

The learning objective and success criteria are introduced in the slides at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. This gives children a reminder of the content that has been covered, as well as a chance to reflect. It is also a chance for teachers to see

how confident the class is feeling so that they can make changes to subsequent lessons accordingly.

Summative Assessment

Every unit includes an optional summative assessment framework in the form of either a multiple choice quiz (MCQ) or a rubric. All units are designed to cover both skills and concepts from across the computing national curriculum. Units that focus more on conceptual development include an MCQ. Units that focus more on skills development end with a project and include a rubric. However, within the 'Programming' units, the assessment framework (MCQ or rubric) has been selected on a best-fit basis.

Each of the MCQ questions has been carefully chosen to represent learning that should have been achieved within the unit. In writing the MCQs, we have followed the diagnostic assessment approach to ensure that the assessment of the unit is useful to determine both how well pupils have understood the content, and what children have misunderstood, if they have not achieved as expected.

Each MCQ includes an answer sheet that highlights the misconceptions that pupils may have if they have chosen a wrong answer. This ensures that teachers know which areas to return to in later units.

The rubric is a tool to help teachers assess project-based work. Each rubric covers the application of skills that have been directly taught across the unit, and highlights to teachers whether the pupil is approaching (emerging), achieving (expected), or exceeding the expectations for

their age group. It allows teachers to assess projects that pupils have created, focussing on the appropriate application of computing skills and concepts.

Pedagogically, we want to ensure that we are assessing children's' understanding of computing concepts and skills, as opposed to their reading and writing skills. This has been carefully considered both in how MCQs have been written (considerations such as the language used, the cultural experiences referenced, etc) and in the skills expected to be demonstrated in the rubric.

As there are no nationally agreed levels of assessment, the assessment materials provided are designed to be used and adapted in a way that best suits their needs.

The summative assessment materials will inform teacher judgements around what a child has understood in each computing unit.

Inclusion

At West Byfleet Junior School we are committed to increasing diversity and inclusion in computing. We aim to make lessons more inclusive for students who may experience barriers to learning for example due to additional needs, or English as an additional language. We also actively pursue ways in which we can extend and challenge our more able learners too. We are constantly adapting our teaching approaches to engage all students in computing, regardless of their gender, ethnicity or socio-economic status.

Quality first teaching is prioritised, this takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and

creating an inclusive learning environment, that benefits all learners, for example thinking about how questions are asked, developing confidence, and establishing routines to reduce anxiety.

Considering the presentation of information is key, so that learners can access content and aren't overwhelmed. This means presenting smaller chunks of information, using image support, or changing the layout of content to include features such as lists or titles to help students make sense of what is there.

When introducing new concepts, the use of familiar contexts is used to help illustrate them to reduce the amount of new information being presented to the learner. For example, we can introduce the idea of algorithms as a sequence of instructions to make a cup of tea – but how many younger pupils know how to make a cup of tea? It is much better to use a familiar context such as washing hands, or getting dressed.

We provide learners with different ways to engage with content. Some students may run and investigate working code, others make simple modifications to a program, and able children may be creating their own version of an activity. This allows all learners to be included in a lesson, but at a level suitable to their current understanding. Over time, scaffolds are often adapted or removed as students become more confident.

Every student brings their own individual mix of experiences and interests to the classroom. As teachers, we acknowledge these differences and provide a safe space for all young people to engage with computing as a subject.

We encourage a wide range of opportunities and experiences. Ensuring that our computing curriculum is culturally responsive and that contexts and projects are relevant to the children in our classrooms. We teach a broad and creative curriculum, with plenty of opportunities to develop the strengths of our students in the different strands of computing.

We celebrate diverse and relevant role models, helping children to 'see' themselves with computing-related futures.

We provide accessible homework tasks, using ability adaptive packages such as Times Table Rock Stars and Accelerated Reader. Children who require spelling and reading support also have access to Nessy and Lexia.

Enrichment

At West Byfleet Junior School, children are provided with a range of enrichment opportunities in Computing.

There is an externally run 'Coding' club which is available to all children.

During the termly 'Enrichment' days many teachers have used technology as part of their offer. Online storyboards, photography and songwriting are popular examples.

An established offer has been the use of VR headsets that enable children to experience being in different times and places.

Termly photography competitions are regularly held, with topics that encourage children to explore the environment and appreciate nature.

The school's affiliation with ACS Cobham enables us to access technologies that are innovative and exciting.

Design Technology (DT)

Our vision for DT is to ensure all children engage in a practical and interactive design and making process. We aim to encourage children to communicate their design ideas through discussions, annotated designs and prototypes, have an understanding on a range of tools to appropriately pick the correct one for their product and investigate and analyse a variety of existing products. Children will be encouraged to evaluate their own ideas and products against the initial design. Children will also be taught to understand and apply knowledge around a balanced and varied diet, prepare and cook dishes and understand the seasonal changes of foods.

Intent

Design and Technology should provide children with a variety of ways to use their creative and practical skills.

Knowledge and understanding of a context are paramount; this then leads to the skills of designing and making through a carefully thought out process.

Children need to understand how design and technology is in the world around them; they will work in a range of relevant contexts, for example, the home, school, leisure, culture, enterprise, industry and the wider environment.

Implementation

Designing and Making

Children are provided with a range of topic linked projects throughout the year.

They are taught how to carry out initial research before following design criteria.

Final audiences or users for the product are considered so that it may be planned accordingly.

Sketches and designs with annotation are used to clearly show the process needed for the making.

Children use tools and equipment to carry out activities such as cutting, shaping, joining and finishing.

They will choose the appropriate tools and components (construction materials/textiles/ingredients depending on their suitability for the end product.

Evaluating

Children will evaluate existing products to provide them with advantages and disadvantages for their products.

They will also evaluate their own product at the end, considering their own views and those of others.

Technical Knowledge

Children will gain an understanding of mechanical systems (gears, pulleys, cams, levers, linkages) in order to use these in their products.

Incorporating circuits, switches, bulbs, buzzers etc will all be part of electrical systems included in designs where necessary.

Where possible, children will use computing to program, monitor and control the product they made.

They will reinforce structures to ensure stability.

Impact

Policy: Curriculum
Nominated Staff Lead: Satvir Babra
Nominated Governor Lead: C and L Chair

Status: Non Statutory
Review cycle: Annual
Next review date: Summer 2025

Evidence of work completed so far – photo format.

Assessment

Design Technology will be record with their Art and Design Technology books. There will be evidence of the designing, planning, making and evaluating processes. Due to the practical nature of Design Technology, evidence of work will be recorded through their own work, teacher notes and photographic evidence.

Teachers will assess children's knowledge, understanding and skills in Design Technology by making observations during the lessons. From these observations, children will receive both verbal and written feedback in order to aid progression in their skills. Throughout the planning, designing and making processes, children will be encouraged to be critical of their own work through evaluations and generate their own next steps. Once the Design Technology project is complete, the children will carry out an evaluation, sharing their own thoughts and ideas.

Children will complete a DT overview sheet at the beginning and end of each unit to assess their prior and post knowledge.

Inclusion

Design Technology is a practical subject, where all children are able to learn in a kinetic, hands on approach to learning. All children should be able to access DT lessons due to them being taught in a way which appeals to all different types of learning styles. This will be achieved in lessons through the visual aids provided, the resources accessible to children, the classroom in which DT is taught (Classroom or Art Room) and appropriate planning, which supports and engages all learners. Specialist tools will be provided and modified if appropriate to aid the designing, making and evaluating stages for example coping saws, a bench hook, scissors and knives.

ICT can be used to support learning in DT. It can be used help develop a child's knowledge through research, supporting activities where children may not have the mobility and dexterity to simulate tradition materials and techniques to design their product, capture images and processes, revisit and evaluate and modifying their practical work.

To support in the development of Design and Technology Language, objects and materials will be used to explore and develop the language needed to describe and discuss observations and experiences. Teacher's will highlight new words and key vocabulary.

Enrichment

At West Byfleet Junior School many enrichment opportunities take place beyond the core offer of DT in our school. The following take place ensuring that DT is a rich area of the curriculum at WBJs and outcomes are impressive. The enrichment opportunities in DT include:

Cookery Club

There have been many 'Bake Off' competitions open to all children across the school. Every class has the opportunity to take part in Forest School in which they design and build areas in the Forest School area.

Every term, WBJs runs Enrichment Days. DT regularly appears as an activity the children can choose to take part in

Every year group takes part in a production - children sometimes take part in helping to design props and the set

English

Our vision at West Byfleet Junior School is to ensure that all of our pupils have the skills to equip them to be successful in life, and the teaching of English is at the heart of this. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can respond and communicate back. Reading allows pupils the chance to develop culturally, emotionally, spiritually and socially. Through reading a wide variety of texts pupils acquire new knowledge and build on what they already know. In order to participate fully as a member of society, all the skills of language are essential.

Reading

Intent

Being a good reader is crucial and an essential skill for all children; the more a child reads, the more they will learn.

Reading encourages a thirst for knowledge. Not only does a great deal of learning come from reading around particular topics, but enables children to learn from the whiteboard and from the teacher's feedback in exercise books.

Reading develops a child's imagination, creativity and language development. In addition, we aim for children to enjoy reading for pleasure. It can promote relaxation and also stimulates excitement and enthusiasm for plots, characters and authors.

Implementation

Learning to read:

Continuation of phonics and early intervention where appropriate through RWI phonics

Revising recognition of high frequency words

Strategies for decoding unfamiliar words (e.g. syllables, words within words, using the sentence context)

Regular reading with adults

Reading Comprehension:

Questioning to develop locating information, inference and deduction skills when reading individually

Group/Whole class shared reading comprehension texts

Individual reading to accurately assess and provide next steps

Accelerated Reader book quizzes to test book understanding as well as STAR

Reading tests

Teaching explicit reading skills such as retrieval, inference and deduction through use of PIXL resources.

Reading question stickers for reading record to aid parents in their questioning and list of useful questions within reading record.

Language and vocabulary development:

New or unfamiliar words are emphasised and meanings discussed

Children are encouraged to use new vocabulary in a sentence and then in longer pieces of writing.

Vocabulary quizzes from Accelerated Reader to test word knowledge from the books being read.

Promoting reading for pleasure:

Accelerated Reader provides children with specific reading range to ensure all children can read books that are enjoyable as well as challenging for them
Word count for children presented in assemblies each week, with stickers, badges and certificates given to class and year group winners.
World Book Day celebrations annually.
Summer Reading challenge links with the local library

Impact

Data from Accelerated Reader completed in Autumn term 2022 has shown excellent improvement in reading across all year groups:

65% of children believe that Accelerated Reader has made them a better reader

62.5% say that it has been them more interested in reading

81% say that they are confident in finding books appropriate to their level of reading

65.6% say that Accelerated Reader has made them read more books than before they started the programme in December 2021

74% of children said that they read mainly because they enjoy reading

Writing

Intent

Writing is a vehicle for both communication and creativity. We encourage and enable children to express themselves and share their thoughts and ideas in a meaningful way.

Creative writing experiences foster children's imagination and gives children the opportunity to take control, choose the path of their writing and consider possibilities. It is also an opportunity to explore and express feelings and can provide children with the chance to give their opinions.

We are keen for our pupils to recognise that writing is an important, practical life skill and that tasks will require them to write clearly and organise information effectively. Therefore, structuring writing, using accurate grammar and spelling correctly is a significant part of the teaching of writing.

We teach our pupils to reflect on, self-evaluate and edit their writing in order to correct errors and make improvements.

Developing good cursive handwriting remains an essential skill. It helps children to spell (motor memory of spelling patterns) and in the future will support note-taking speed and with written assessments. Neat handwriting aids children to read their own work and makes it easier to spot any mistakes.

Implementation

Creative and Non-fiction Writing:

Cross-curricular writing opportunities

Teaching and regularly revisiting different genres of writing

Policy:
Nominated Staff Lead:
Nominated Governor Lead:

Curriculum
Satvir Babra
C and L Chair

Status:
Review cycle:
Next review date:

Non Statutory
Annual
Summer 2025

Specific writing skills, children practising those skills and then using them in context. This takes place three times within a lesson. There is a strong focus on grammar, sentence structures and use of exciting language and vocabulary
'Power of Reading' units to be taught using high quality texts to inspire children's writing

Writing genres are introduced and revisited through the school.

Writing genres are mapped out over the year using 'Writing for a Purpose' scheme outlining the four purposes of writing – to inform, to entertain, to persuade and to discuss.

Teachers to plan using recent Greater Depth writing training

Use of 'Non-Negotiables' on Success tickets for longer pieces of writing

Grammar:

Grammar is mainly taught and revisited throughout writing sessions and during other writing tasks (e.g. for Topic or RE)

New grammatical concepts are often taught through specific grammar lessons and are then revisited during subsequent writing sessions

Use of grammar starters using PIXL resources at the start of English lessons

Spelling:

Weekly spelling lists focus on specific words and spelling patterns as specified in the National Curriculum

Children practice spellings using the RWI spelling programme on a daily basis for regular repetition of words.

Some children have personalised spellings as appropriate

Spellings are taught and practised daily through a variety of games and activities

Spelling words are practised in dictated sentences

Children are encouraged to use a dictionary to check the spelling of unfamiliar words.

Children to record their own glossary of words they are regularly misspelling in their spelling or English books to refer to at ease and practice

Editing and self-evaluation:

Children are taught to edit their writing using 'editing stations', which helps pupils to focus on different areas such as spelling, vocabulary, sentence structures including conjunctions and openers

Children set their own targets in Year 5 and 6 to give them ownership over their progress

'Purple polishing pens' are used for pupils to clearly demonstrate the editing they have done independently

Teachers use a marking code and next steps feedback to help pupils identify areas for improvement

Handwriting:

Children are taught and practise the agreed cursive handwriting script with the correct letter formation and joins

Handwriting packs are given to children when intervention is required to practice in small groups or at home

Handwriting is modelled by adults in the school in children's exercise books, on classroom whiteboards and on displays

Handwriting licences are awarded when children have developed a neat cursive handwriting style and are ready to use pen.

Impact

Children are enthusiastic about their writing topics and produce high quality writing
Children are given ample opportunities to write for different purposes and understand the different audiences for their writing

Cross-curricular links give children some real life context into their writing fuelling purpose and outcomes.

Children are able to apply their new grammatical knowledge to their writing

See books for evidence

See grammar scores on English assessment spreadsheet

RWI spelling scores have shown that the regular repetition of spelling practice is having a positive impact on spelling test scores

See books for purple pen editing and improvement, correction of spellings and punctuation

Self and peer evaluation success tickets are used enabling children to work independently and with peers to reflect on their work

Assessment

Assessment for English is carried out in a variety of ways.

Formative assessment:

This is carried out on a daily basis from teachers during reading, writing and spelling lessons. This can take the form of verbal feedback, or written feedback in books.

Summative assessment:

Summative assessment happens in several ways throughout the year. We have three core testing periods using the NFER tests at the end of the autumn, spring and summer terms for years 3-5. Year 6 follow a similar structure using past SATs papers, with extra practice weeks slotted in before May.

All assessment is recorded on the online assessment document. This tracks whether pupils are on target, and shows Teacher Assessment each term of whether that child is working towards (WT), expected (E) and greater depth (GD). This is colour coded and shows whether each child is on track with their target and how they are performing alongside their KS1 baseline.

Additional summative assessment is also recorded here, such as half termly spelling scores. These are recorded at the start of a half term /30 and again at the end to show progress.

Writing is given a moderated judgement through the use of No More Marking that is recorded alongside the Teacher Assessment on the online system.

Children also complete a STAR Reading assessment through Accelerated Reader four times per year, giving them a reading age and range that is then reported to parents. This score will be added to the online system from September.

Inclusion

At WBJs, our aim is to ensure all children leave KS2 with the vital English skills to help them thrive in life. In order to achieve this, our curriculum is organised to reflect a clear progression of skills regarding: reading, spelling, grammar and written composition.

Interventions are identified when needed for children who need that extra support to help them to progress. These can take the form of an assembly teacher-led session, after school booster groups (Year 6), or a small group intervention with support staff. Ongoing assessment takes place through teacher assessments happening daily, online reading assessments using the Accelerated Reader programme, and more summative written tests occurring once a term. These assessments enable teachers to constantly adapt to the needs of the children in their class.

During assessments, SEN or lower ability children can have the questions in the punctuation and grammar test read to them to ensure better understanding. We also have a dyslexia specialist in school to carry out assessments and provide support for children with dyslexia, helping teachers understand how to meet these children's needs. Children who speak English as an additional language benefit from 1:1 support with an EAL specialist once per week.

In Year 3, streamed phonics groups take place several times a week. These are taught by teachers and children are moved between groups as seen fit.

Enrichment activities, such as drama workshops, English themed learning shows (Punctuation Show), World Book day and other events are planned in order to include all children. Writing competitions are planned to provide opportunities to Gifted and Talented writers and give them a space to stretch and challenge.

Enrichment

At West Byfleet Junior School many enrichment opportunities take place beyond the core offer of English in our school. The following take place ensuring that English is a rich area of the curriculum at WBJS and outcomes are impressive. The enrichment opportunities in English include:

Drama opportunities each year for all children in the form of a year group production
Theatre companies (e.g., Hobgoblin and West End in Schools) perform to children and deliver workshops

World Book Day event each year

Writing competitions

Links with local library for Summer Reading challenge

Punctuation show

Book Fairs

Online story writing and poetry workshops

Geography

We want children to not only develop an understanding of the area, and indeed the world, in which they live but also to embed a life-long interest and sense of responsibility for their environment. Children should have an understanding of where they live within the world and how this affects their lifestyle and surroundings and how this compares to others in other countries. We want pupils to have the skills necessary to explore the world for themselves – for example reading both traditional and digital maps, collecting and processing data and to encourage their natural curiosity to explore and discover.

Intent

We want children to not only develop an understanding of the area, and indeed the world, in which they live but also to imbed a life-long interest and sense of responsibility for their environment.

Children should have an understanding of where they live within the world and how this affects their lifestyle and surroundings. They should be able to make comparisons between their lives and those in other locations and explain reasons for similarities and differences.

Children should understand the way in which the world is made – continents and oceans, and how this affects the weather, and therefore the land use, plant growth, wealth, stability and deterioration of the land.

Implementation

Locational Knowledge

Children recap their understanding of the Local Area from KS1 in Year 3 before focusing on more in depth work conducting fieldwork based in the local area and then expanding outwards to find out about regions and counties in the United Kingdom.

In year 4 they will then revise their work on continents and oceans from KS1 and their work on the UK in Year 3 before focusing in on Europe and a Scandinavian country for an in depth comparison study.

In every year group children gain experience of using maps, atlases, online resources such as Google maps and aerial photographs to glean information about topographical features such as mountains, hills, rivers, and coastlines but there is a particular focus on this in the Year 3 topic of Great Britain. Within this topic they also further develop their understanding of their location within Great Britain, it's counties and local land use and how this has changed over time. This is further developed in Year 5 with the Rivers Topic including a trip on the local canal and Year 6 when they learn more about the causes and consequences of volcanoes, earthquakes and so on.

Place knowledge

Year 3 look at our local area and it's place within our country. Year 4 then compare our area to a Scandinavian country looking at similarities and differences between physical features and the impact this has on the human features too. They directly compare the location, landscape, culture, tourism, weather and lifestyle of these two

areas. In 2019 this comparison topic focused on Venice and included have a virtual tour of Venice through VR headsets as well as the use of photos, videos, maps and visitors detailing their personal experiences. These areas are then compared to South America through the Rivers and Rainforests topic in Year 5 where there is a specific focus on the Amazon River and Rainforest compared to our local river and canal system. Through the exploration of issues such as deforestation they also become aware of how their own decisions / purchases / consumption choices can impact the wider world around us.

Human and physical geography

Every year group studies the human and physical geography of their particular focus area / country. This starts in the playground with Year 3, identifying human and physical geographical features within their sight and then they look at paper and online maps to identify a range of these in the local area as well as the country as a whole. Through the use of visits, maps and atlases, other year groups also focus on physical geography but with their own particular focus be it comparing the local area to a European area in Year 4 to an in-depth look at rivers in Year 5.

Again, every year group explores the human features of their particular focus area looking at how the physical geography elements affect the types of land use and settlement but Year 5 pay particular attention to this. Through the Rainforest topic, they explore how land use has changed over time, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water, and the affect this has had on the surrounding environment.

Geographical skills and field work

In Year 3, children look at a range of maps, atlases and globes. They create their own simple maps and use keys. They conduct research in the local area and suggest ways to improve it as a result. At first the children are introduced to 4-figure grid references on maps and in Year 6 they consolidate this knowledge and some move on to giving 6 or 8 figure references.

Children can use the orienteering resources around the school grounds to build on their knowledge of maps.

In different year groups there are different locational studies using different maps and field studies relating to traffic surveys, land use (including shop surveys) and environmental surveys.

Impact

Children are able to develop their Locational knowledge in stages, gradually building on what is familiar to them and through constant repetition of some key elements they can gain a secure understanding of the world as a whole.

Parents often report their child's desire to visit another location after a unit of work has been completed and indeed we have had families e.g. visit Venice after their child developed such a love for that area!

Children become very passionate about conservation and become far more aware of how their family's consumer choices can affect the world.

As the children progress through the school, they are able to ask more probing questions and suggest causes and consequences of natural and human actions on the environment and world as a whole.

Assessment

Policy: Curriculum
 Nominated Staff Lead: Satvir Babra
 Nominated Governor Lead: C and L Chair

Status: Non Statutory
 Review cycle: Annual
 Next review date: Summer 2025

A child's knowledge and understanding will be continually assessed every lesson through the use of discussion as well as recording thoughts and ideas through the use of pictures, diagrams and written responses. When recording in books, it is often hard for an outsider to know how independent the pupil was when constructing their answers, so children who have worked with no assistance will put a capital I in a circle neatly at the top of their page to show that their work was independent. Those who had support will put a capital S to show they were supported. If a child was heavily supported, for example an adult guided their answers and wrote them on a white board to copy off, they will have a HA for heavily supported.

Next Steps in feedback marking may sometimes be used as a way of checking understanding after the lesson and this also acts as a chance to recap previous learning before progressing on.

At the end of a Topic, a child's understanding and recall of the unit as a whole will be checked through the use of a summary page. The topic as a whole will have had an over-arching enquiry question, which the children will then answer as fully as they can on the final page incorporating evidence and explanations based on what they have learnt through the unit.

Inclusion

All children should be able to access Geography lessons due to them being taught in a way which appeals to all type of learners.

Much of our Geography teaching involves 'looking' – at the real world around them, maps, photos, diagrams, videos, animations and so on meaning that children should not be hindered by their literacy ability. Where a child has a visual impairment, adjustments will be made according to those needs – whether a multi-sensory approach is needed (things read out / described in detail or the use of 3D models), enlargements made or colours changed / symbols used instead (colour blindness). Written texts can be used to teach and can therefore be adapted with more or less information and word mats with pictures can assist the understanding of specific vocabulary along with acting out and informative videos to aid understanding of processes / locations / events.

Discussion will always be encouraged in lessons to enable children to fully process their new knowledge and formulate their answers and understanding. When it comes to recording their knowledge, children could be asked to do this through annotating pictures and diagrams, completing cloze texts or working with another child / adult to record their responses. At times, multimedia technology could be used for children to record their knowledge in a variety of ways such as creating a news report on an event.

Similarly, children who are capable of a greater depth of knowledge, can extend their geographical understanding through combining information from a variety of sources into their answers and responses, comparing locations or situations from around the world or by researching and explaining in more detail.

Enrichment

At West Byfleet Junior School, many enrichment opportunities take place beyond the core offer of Geography in our school. The following take place ensuring that Geography is a strong area of the curriculum at WBJs:

Opportunities for orienteering in our school with our own orienteering course as well as on residential trips such as at Hindleap Warren
Inter school general knowledge quizzes with children developing expertise in geographical knowledge
Fieldwork opportunities throughout the school including surveys, using map skills, river studies and so on
Linking geography to other areas of the curriculum, for example where in the world different stories have come from; Where historical events have taken place; links relating to RE, news events, personal experiences etc.

History

Our goal is to embed a curiosity about the past within all children. We want to enable pupils to find out about the past for themselves using a range of sources, encouraging them to ask relevant questions and draw their own conclusions. We aim to develop in pupils a secure chronological knowledge and understanding of local, British and World History.

Intent

We aim to develop in pupils a secure chronological knowledge and understanding of local, British and World History.

Pupils are provided with the opportunity to learn in depth about specific periods in history and are encouraged to make connections and recognise trends and changes over time.

Our goal is to embed a curiosity about the past within all children and for them to view history as an astounding subject from which we can begin to understand the present. We want to enable pupils to find out about the past from a range of sources, ask relevant questions and draw their own conclusions.

Implementation

Year group topics:

Every year group studies either one or two periods of history. This starts with British History and the children learn about key periods in chronological order to understand how Modern Britain has been shaped by many invading influences in the past. They then learn about what was happening in other parts of the World during this time through the Ancient Greece and Egyptian topics before doing more in depth studies in Year 6 focusing on one element of British History and one Ancient Civilisation from around the world.

Content:

Pupils are taught about different periods in history as specified in the National Curriculum 'Subject Content'

Pupils also participate in extra 'Special Weeks' to commemorate National Anniversaries and to foster a love of History through indepth studies.

Historical enquiry and skills:

Pupils are exposed to different aspects of historical evidence and are encouraged to explore how it has been used to make historical claims and why there may be different interpretations of the past

Pupils are also given the opportunity to ask questions and draw their own conclusions about the past based on a variety of sources

Sections of Staff Meeting time have been given to allow Subject Leader to share some ideas and resources to encourage less Comprehension style lessons.

Knowledge:

As well as building a foundation of knowledge through giving an overview of each time period studied, we feel it is important that children develop a curiosity about the

past. They should be encouraged to ask questions and know how to research their own answers through a variety of sources.

Where appropriate, we have brought in outside resources – Theatre Groups, Chertsey Loan Boxes and Workshops led by Chertsey Museum and/or The Surrey History Centre as well as taking the children out on Educational visits.

Chronology:

Chronology is a notoriously difficult concept for children to understand but we hope that through teaching many of the periods of history in chronological order, regular use of timelines and by getting the children to develop their own timelines, we will enable them to have some understanding of the concept of time.

Impact

Work produced by pupils shows a breadth of knowledge and as they progress through the school they are able to assimilate more knowledge, from a wider variety of sources, into more complex pieces of summative work.

Pupils enjoy asking questions in all year groups and as they progress through the school, they not only use evidence more efficiently to answer these, but have more ideas on where and how to find this evidence for themselves.

Over the last few years, through a combination of staff meeting time to share ideas, special weeks and encouraging outside agencies to come in (Chertsey Museum, Surrey History Centre, drama workshops etc) lessons have utilised a wider range of sources for the children to interrogate. This has enabled them to compile, ask and answer their own questions and this in turn has further helped them to realise that different interpretations are to be expected.

Evaluation forms from the children after 'Special Weeks' were overwhelmingly positive

Extremely good feedback on all trips / experiences / resources used proving that the children were interested, curious, engaged and developed greater understanding of the periods studied.

To a point, teachers were also able to further embed their own knowledge as well through these experiences and they themselves have similarly reported enjoying more in-depth and varied teaching.

The complexity of the timelines that the children are able to complete / interpret increases as they progress through the school.

In Year 5 and 6 they learn about Ancient Greece, the Egyptians and the Mayans and they are able to relate their knowledge of what it was like in these Ancient Civilisations compared to what they learnt in Year 3 about life in Great Britain at that time.

Assessment

A child's knowledge and understanding will be continually assessed every lesson through the use of discussion as well as recording thoughts and ideas through the use of pictures, diagrams and written responses. When recording in books, it is often hard for an outsider to know how independent the pupil was when constructing their answers, so children who have worked with no assistance will put a capital I in a circle neatly at the top of their page to show that their work was independent. Those who had support will put a capital S to show they were supported. If a child was

heavily supported, for example an adult guided their answers and wrote them on a white board to copy off, they will have a HA for heavily supported.

Next Steps in feedback marking may sometimes be used as a way of checking understanding after the lesson and this also acts as a chance to recap previous learning before progressing on.

At the end of a Topic, a child's understanding and recall of the unit as a whole will be checked through the use of a summary page. The topic as a whole will have had an over-arching enquiry question, which the children will then answer as fully as they can on the final page incorporating evidence and explanations based on what they have learnt through the unit.

Inclusion

Children should be able to access History lessons due to them being taught in a way which appeals to all type of learners.

Written texts can be used to teach and can therefore be adapted with more or less information and word mats with pictures can assist the understanding of specific vocabulary along with acting out to aid understanding of stories/events.

Through using other sources such as artefacts, photographs, maps and diagrams, children will not be potentially limited by their reading ability and discussions should encourage them to share their understanding where written answers may have been more difficult for them. When it comes to recording their knowledge, they could do this through annotating pictures and diagrams, completing cloze texts or working with another child / adult to record their responses. At times, multimedia technology could be used for children to record their knowledge in a variety of ways such as creating a news report on an event.

Similarly, children who are capable of a greater depth of knowledge, can extend their historical understanding through combining information from a variety of sources into their answers and responses, drawing links from similar time periods around the world to compare and contrast life and events. They may also be encouraged to ask, and then find answers themselves, to more questions in order to feed their thirst for information.

Enrichment

At West Byfleet Junior School, all children have a great opportunity to learn about History and the skills associated with History through our general History lessons. In addition to this core offer, there are many enrichment opportunities such as:

A termly enrichment day with some historical activities offered

Day trips which can include; The Natural History Museum, Brooklands Museum, Butser Farm

Theatre groups visiting the school to perform and lead workshops with the children on their topic e.g. 'A Viking Tale', 'Prehistoric Park', The Wall.

Workshops from Chertsey Museum who bring a collection of real and replica artefacts into school as well as many hands on activities.

Artefact loan boxes borrowed from Chertsey Museum

Residential trip in Year 4 "Hooke Court" - Saxons theme.

Whole School Special Weeks - WW1 week 2018 (each year group focused on an aspect of WW1 e.g. animals within the war, women, soldiers, vehicles), VE Day celebrations in 2020 (during lockdown so more generalised – many families

researched their own relatives experiences in WW2), Jubilee Week in 2022 (each year group focused on 2 decades from the Queen's reign) and Coronation Week in 2023.

November "Remembrance Day" is marked every year.

Maths

Our vision is to broaden children's knowledge, understanding and love of mathematics and how it is used in the wider world; making real life connections. We believe it is important that children demonstrate a competence and increased confidence in demonstrating a range of mathematical concepts, methods and skills, expanding on previous knowledge. We want children to be able to apply their mathematical skills across a range of topics and subjects, illustrating the importance of their learning. We think it is important that all children foster an ability to solve problems, reason, think logically and demonstrate a resilient attitude to prepare them for not only difficult mathematical questions but real-life situations too.

Receiving a secure grounding in maths is an essential life skill. We believe it is vital that children can see the purpose of learning number facts and applying these skills in real life. With practice, children become familiar with the properties of numbers and will develop automatic recall to arithmetic questions.

Maths is everywhere. Throughout our lives, we need to make decisions informed by mathematical reasoning. Everyday transactions and real-life problems require knowledge of measurement, manipulating shapes, organising space, handling money and recording and interpreting data.

Our aim is for children to enjoy using their maths skills to solve a problem, especially when it leads them to new discoveries or to make new connections. We guide them to look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.

Implementation

Number facts and mental arithmetic:

In our mental oral lesson starters, number facts are reinforced and embedded (the first 5-10 minutes of a lesson)

Specific mental approaches and methods to arithmetic are taught in lessons

Weekly arithmetic tests

Five questions focusing on arithmetic skills are covered at the start of lessons.

Multiplication tables recall:

Year 3 pupils are taught the following multiplication tables: 2, 3, 4, 5, 8, 10

Year 4 pupils are taught all the multiplication tables up to 12 x 12

Pupils are first encouraged to learn the multiples in each multiplication table and be able to recite them in order, then to learn them out of order and finally the corresponding division facts

We provide pupils with a variety of methods to help pupils learn their multiplication tables, including: practise booklets, activity and games packs; online games and songs and rhymes

Pupils in year 4 encouraged to recall all the multiplication tables with speed and will be assessed using the national Multiplication Tables Check

Multiplication tables continue to be embedded in years 5 and 6

Use of TTRS across all year groups

Policy: Curriculum
Nominated Staff Lead: Satvir Babra
Nominated Governor Lead: C and L Chair

Status: Non Statutory
Review cycle: Annual
Next review date: Summer 2025

Year 4 to follow a specific schedule on TTRS to improve children's times table knowledge in the lead up to the multiplication check.

Progression of written methods:

Pupils are taught specific, progressive methods for written arithmetic as detailed in our school Written Calculations Policy, for example, pupils are first taught the expanded column method for addition and then move on when appropriate to the contracted column method

Written methods are on school website for parents to access at home to help, with homework and home learning if necessary.

Arithmetic intervention:

Children who are identified as needing support will have interventions during assembly times and after school booster sessions.

Different types of and approaches to reasoning:

Children are exposed to different types of reasoning questions including Follow the rule (working systematically), use what you know (using current knowledge as a starting point), using the inverse (number sentences with missing numbers), does it make sense? (Checking our answers against the initial problem) and more than one answer (working out all the possibilities)

White Rose, Classroom Secrets and Twinkl reasoning:

Resources saved following WR scheme of work have reasoning and problem solving questions that can be used in lessons. This follows a progressive approach and allows the children to move on in incremental stages.

End of block assessments have reasoning questions in and allow the children to demonstrate their understanding of the topic just taught.

Application of mathematical concepts to problem solving:

Children are given the opportunity to answer 'think' questions in most lessons, where they have to apply learnt concepts in a different or real life context

Teachers regularly explain when mathematical concepts are used or would be useful in 'real world application'

Next Steps feedback and/or lesson plenaries are often problem solving based
Weekly problem of the week has been running for three years.

Impact

Arithmetic:

Arithmetic scores increasing in tests based on daily 5 question quiz at the start of the lesson

Evidence in data on assessment sheets that maths average target met score has increased.

TTRS:

Results clearly show an increase in Times Table recall since implementing TTRS.

Written methods:

Children know previous method taught when they move up a year

Parents have used method videos at home to assist children with solving calculations - feedback given during lockdown was they helped.

Workshops have been run, to increase parents understanding of four operation methods used in school and feedback has been positive.

Reasoning:

Look at end of block assessments to see how well reasoning questions are being answered.

Assessment

Assessment for maths is carried out in a variety of ways.

Formative assessment:

This is carried out on a daily basis from teachers during their maths lessons. This can take the form of verbal feedback, or written feedback in books.

Summative assessment:

Summative assessment happens in several ways throughout the year. We have three core testing periods using the NFER tests at the end of the autumn, spring and summer terms for years 3-5. Year 6 follow a similar structure using past SATs papers, which happen every half term and are recorded on a separate SATs spreadsheet and analysed by the year 6 team.

All end of term assessment is recorded on the online assessment document. This tracks whether pupils are on target, and shows Teacher Assessment each term of whether that child is working towards (WT), expected (E) and greater depth (GD). This is colour coded and shows whether each child is on track with their target and how they are performing alongside their KS1 baseline.

Additional summative assessment is also recorded here, such as the pupil's end of block assessments, which occur after each White Rose block. These scores are also colour coded to enable teachers to see how their pupils have performed.

Children in years 4-6 will also complete regular arithmetic tests and record their scores to see progress. This is recorded by the class teacher and within each year group.

At the end of year 4 children take part in the Year 4 Multiplication Check, which is online. The tests is based on the recall of 12 x 12 times tables and if they can be recalled within 6 seconds. This gives us feedback on how effectively year 4 children can recall their times tables and each child gets a score out of 25.

Inclusion

Children should be able to access daily maths lessons due to them being taught in a way, which appeals to all type of learners. Through using concrete, pictorial and abstract resources as well as a range of fluency and reasoning style questions, children are able to progress through each mathematical topic well. Teachers will ensure repetition of arithmetic skills in order to embed understanding and learning partners and ability groups will be used to help support and challenge.

All teachers follow the White Rose scheme of work and use a variety of resources which contain pictures (which represent a range of different pupils) and various models (including bar) and diagrams, which can reach those who struggle with more abstract calculations. Children should have the freedom to use manipulatives during lessons.

Each child has their own Times Table Rock Star login, in order for them to practise their times tables, at their own personalised level. The use of technology and recall of times tables has shown increased recall and multiplication knowledge.

In Year 3, children will be taught in their classes and teachers will use: differentiation, the use of manipulatives, scaffolding, clear modelling, challenges and well planned lessons in order to cater for the variety of needs within the class.

From Year 4 – 6 children are streamed for maths (in a minimum of three ways) in order for their lessons to be at the correct pace and level for children to achieve and reach their potential. These groups allow the children to be taught with similar ability learners and are also flexible to allow for changes throughout the year.

For children with specific SEND needs, questions can be read aloud to children, answers scribed, physical resources used as well as smaller intervention groups too. Children with greater needs will have a qualified 1-1 Learning Support Assistant who can assist them during lessons and cater for their pupil's individual needs e.g. follow a previous year group curriculum.

Similarly, children who are capable of a greater depth of knowledge, can extend their mathematical skills by pushing themselves to reach the challenge provided in each lesson, answer reasoning style questions, become 'teachers' during their lessons, and taking part in further maths challenges e.g. First Maths Challenge and Primary Maths Challenge, the weekly Problem of the Week and other enrichment opportunities.

Enrichment

At West Byfleet Junior School many enrichment opportunities take place beyond the core offer of Maths in our school. The following take place ensuring that maths is a rich area of the curriculum at WBJS and outcomes are impressive. The enrichment opportunities in maths include:

Year 3 and 4 high achievers taking part in the First Maths Challenge

Year 5 and 6 high achievers taking part in the Mathematical Association Maths

Primary Maths challenge

Inter school "Quiz Club" Maths challenge competition

Weekly Problem of the Week

TTRS weekly certificates and competitions

Maths Day - Summer term

Thorpe Park STEAM day

Maths problem solving games and activities

Modern Foreign Languages - French

To nurture and encourage a love of French is one of the valued areas of learning here at West Byfleet Junior School. Our French curriculum aims to provide all pupils with a high quality of the teaching of French through the Language Angels scheme. All children have a half hour weekly lesson with additional resources to compliment the recently purchased scheme and support teachers. We aspire to develop a genuine interest in learning a foreign language and also introduce an introduction to Italian and Spanish. Children have the opportunity to develop their French language skills as well as learn about French culture and traditions. A structured approach to learning French through the scheme ensures the children can build and consolidate their language skills and use these when new topics are introduced.

Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Implementation

In line with the National Curriculum for MFL, pupils at West Byfleet Junior School are taught to:

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Policy: Curriculum
Nominated Staff Lead: Satvir Babra
Nominated Governor Lead: C and L Chair

Status: Non Statutory
Review cycle: Annual
Next review date: Summer 2025

Read carefully and show understanding of words, phrases and simple writing
 Appreciate stories, songs, poems and rhymes in the language
 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 Write phrases from memory, and adapt these to create new sentences, to express ideas clear
 Describe people, places, things and actions orally and in writing
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
 This is done through a weekly half an hour French lesson, taught by the class teacher.

Impact

We measure the impact of our curriculum through the following methods:

Observing children speaking and listening in another language.

Marking of written work.

Images and videos of children completing speaking and listening activities.

Interviewing the pupils about their learning (pupil voice).

Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

Annual reporting of standards across the curriculum to parents.

Learning walks.

Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching through Language Angels is having on the children's learning through work scrutinies to ensure the progress of knowledge and skills is being taught effectively.

They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.

Assessment

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages

Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit within Language Angels. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Pupil learning and progression within Language Angels will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each academic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. If pupils are not progressing in line with expectations, this will

be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool.

Inclusion

We believe that learning another language not only develops pupils’ competence in another language, but plays an important part in the broader curriculum through exploring the relationship between language and identity, developing an international outlook and an enhanced understanding of the world and their place within it. Their sense of belonging to the wider world is developed and language learning starts to prepare them for future opportunities in modern life.

Language learning enables pupils to express their thoughts and ideas in another language and to understand and respond to its speakers. There are many opportunities in lessons to develop pupils’ spiritual, moral and cultural experiences with videos, songs, rhymes and stories all providing cultural insights into other people’s lives. Language teaching will help pupils to develop an understanding and respect for diversity, removing barriers between cultures, as well as provide opportunities to look at shared values and aspirations.

We introduced Language Angels to WBJs in September 2022, which has enabled planning to be supported by the scheme and helps to ensure that all children are able to access our MFL curriculum. They will be able to recognise and apply key vocabulary within conversations and will be challenged in a range of speaking and listening, reading and writing activities. Language Angels has clear progression between year groups and is accessible to all, providing appropriate levels of challenge that meet the needs of both developing and more advanced learners. There are opportunities within the Language Angels scheme for all children to develop their speaking and listening skills through conversational work, singing activities and games. There is little emphasis on writing especially in the Early Learning units, which helps to make this scheme accessible for all different learners. The element of fun learning is embedded in Language Angels, making it very appealing to all children of different learning abilities and with varying learning styles. New Vocabulary is introduced in ways that really engage all children through colourful picture slides, online games, songs, rhymes...etc. As the children progress through the units, previously taught language will be revised and consolidated whenever possible.

The scheme is categorised into ‘Teaching Types’ which allows teachers to offer appropriate levels of challenge for all children, continuously building on their knowledge of and enthusiasm towards French. Resources for SEND pupils are readily accessible and more able pupils will have opportunities to speak, listen to, read and write the French being taught with and without scaffolds, frames and varying levels of support.

<i>Policy:</i>	<i>Curriculum</i>	<i>Status:</i>	<i>Non Statutory</i>
<i>Nominated Staff Lead:</i>	<i>Satvir Babra</i>	<i>Review cycle:</i>	<i>Annual</i>
<i>Nominated Governor Lead:</i>	<i>C and L Chair</i>	<i>Next review date:</i>	<i>Summer 2025</i>

Music

Our music curriculum aims to provide all pupils with a high-quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination, and provides opportunities for self-expression and a sense of personal achievement. Children participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. We believe that opportunities for children to play in small groups or ensemble also helps to foster essential life skills such as co-operation, mutual support, self-discipline and commitment. Music plays an important role in helping children to feel part of a community. We organise and collaborate in projects to enable children to share their musical skills at different events both inside and outside of school.

Intent

Music should provide children with a variety of ways to use their creative and practical musical skills.

Knowledge and understanding of the language of music are essential for success; this then leads to the skills of creating and performing their own compositions.

Children need to understand how music is in the world around them; they will perform and compose in a variety of situations, e.g music competitions (Woking Music Festival), within school, assemblies, and within the local community.

Implementation

Using Voice

Children are given opportunities throughout the year to develop their vocal skills. They are taught basic vocal techniques, including breathing correctly, to produce an improved vocal sound.

They are given a variety of audiences throughout the year, including competitions, internal year group productions, soirees, performances in assemblies and performances within the local community.

They will be given opportunities to sing in parts from unison to 4-5 part pieces (dependant on year group).

Ongoing informal assessment will be happening throughout the year.

Using Instruments

Every year group will be given an opportunity to learn a musical instrument.

Year 3 – Recorder / Boomwhackers / Handbells

Year 4 – Recorder / Boomwhackers / Handbells

Year 5 – Gigajam (an internet-based learning tool for learning guitar, keyboard and drums) / Boomwhackers / Handbells

Year 6 – Clarinet / Boomwhackers / Handbells

Percussion instruments (tuned and untuned) used within a variety of situations eg class lessons, performances, etc.

Ongoing informal assessment will be ongoing through the year.

Compose and Exploring

The use of sound journeys and the use of percussion instruments to create a variety of different atmospheres based on the topic area.

Creating their own lyrics for a variety of song styles eg rap, school song, ballad, etc.

The use of Dance EJay 6 and Groovy Music to get the children to explore sounds and input them into their compositions. This goes from basic drag and drop to creating their own sound bites to incorporate in their compositions.

At the end of their time at the school the children will be given a CD of their compositions as a keepsake.

Listening, Reflecting and Appraising

Children will be given a variety of genres eg rap, pop, rock, classical, reggae and world music to listen to within the year and for them to respond by answering questions on the music.

On a two year rolling programme, in assemblies the children will be listening to and watching a ppt about a different genre every term eg musicals – a different musical per week.

The areas are Musicals, Jazz Greats, Symphonies, and Instruments of the Orchestra, World Music, and Television Themes. Alongside these, there are quizzes, which the children can do to increase their knowledge base.

Regular visits from musicians to assemblies from children from Yehudi Menuhin School and the jazz band from St Catherine's, Bramley.

Assessment

Children are given a termly assessment based on what they have learnt in their time at the school so far.

There is also informal ongoing assessment done by the subject leader within every session or lesson.

Impact

Using Voice

Children are enjoying the singing, and are singing with accurate pitching and rhythm. They are beginning to breathe correctly for singing.

Increased involvement in the following:

Young Voices 2022

Woking Music Festival – winners in Under 9's class and runners up in Under 11's class

Inter-house performing arts competition – held at the end of Autumn Term 2021

Songs are sung at every assembly

Christmas Light Switch-Ons in Woking and West Byfleet.

Using Instruments

Recorders to be able to perform in assemblies for their peers and eventually for their parents,

Boomwhackers performing in assemblies in both the Junior and Infant Schools.

See the majority of children achieving certificates and grades through the Gigajam VLE.

Performing in assemblies to their peers and eventually to their parents on the Clarinet.

Compose and Exploring

The sound journeys develop into more of a written composition by the end of Year 6

Rainforest Rap in Year 5, which introduces the children to the notion of singing / saying a phrase to a particular rhythm.

Adding a melody will then create a song.

The children organise the sample sounds into a recognisably structured piece, and create their own sounds to complement their original music.

Listening, Reflecting and Appraising

The children are able to use musical vocabulary / use the glossary, to describe a variety of genres, and recognise a variety of instruments from their sounds.

The children will be able to answer questions about a particular composer or piece after listening to the work.

The number of children taking part in the quizzes is increasing.

Links with Yehudi Menuhin School and St Catherine's Bramley.

Assessment

Assessment of Music, including recorders, is recorded in their Music books. There will be evidence of the pieces that they are able to play, with a peer-to-peer assessment below, which is checked by the teacher. Due to the practical nature of Music, there is ongoing assessment and building their confidence and their enjoyment of the subject. Gigajam (learning keyboard, drums and guitar through a computer VLE) assessments are done via an external analyser which assesses their performances at every stage. From the teacher's observations, children will receive both verbal and written feedback in order to aid progression in their skills.

Evaluations are done formally, through pupil voice and other methods, throughout the pupil's time at West Byfleet Junior School.

Inclusion

Music is a practical subject, where all children are able to learn in a kinetic, hands on approach to learning. All children should be able to access Music lessons due to them being taught in a way which appeals to all different types of learning styles.

This will be achieved in lessons through the visual aids provided, the resources accessible to children, the classroom in which Music is taught (Classroom, Music Room or ICT Suite) and appropriate planning, which supports and engages all learners.

Instruments, both tuned and untuned, will be provided and modified if appropriate to aid the skills and knowledge-based curriculum. A variety of instruments are specifically chosen so that all children can access the music curriculum.

Computers are used to support learning in Music, specifically Gigajam and Song writing. It can also be used to help develop a child's knowledge through research, and listening to a variety of different genres to give them broad and balanced experiences through their time at West Byfleet Junior School

To support in the development of Music Language, there is a supporting Glossary in all their books, which they are encouraged to access throughout their lessons and add to when required.

There are also a variety of enrichment opportunities, which are accessible to all children, from the Gifted and Talented Children to those who may not get these experiences normally.

Enrichment

At West Byfleet Junior School many enrichment opportunities take place beyond the core offer of Music in our school. Whilst we are very proud that every child gets to learn a musical instrument, the following also takes place ensuring that music is a high focus in our curriculum at WBJS. The following music enrichment activities take place:

Participation in the Woking Music Festival both lower Junior and Upper Junior choirs.

Participation in charity fundraising with Carol singing in West Byfleet village.

Performing at Woking Lights Ceremony annually.

Participation in the 02 Young voices event annually.

WBJS Summer celebration of music including instrumentalists and singers performing. 6. Year 3, 4, 5 and 6 school productions with all children singing.

WBJS Inter House Performing Arts competition for budding musical talent in Autumn Term.

This July the children in West Byfleet Junior Choir will be joining with two adult choirs and a jazz band in a concert at St Johns Church in West Byfleet.

There are also daily music clubs for the children to explore: Gigajam, Boomwhackers and Handbells, Choirs and Songwriting.

Personal, Social, Health and Economic (PSHE)

Relationship, Sex and Health (RSE)

Through the relevant and age appropriate PSHE/RSE curriculum at West Byfleet Junior School, our core vision is to empower our pupils so they have control over their own life as they navigate the modern world, through building personal responsibility, self-confidence and assertiveness. We develop pupils' understanding of issues relating to their own health, personal care, sexual development, relationships and associated vocabulary, which will enable them to make informed choices. In addition to this, we provide pupils with strategies to maintain personal wellbeing, promote resilience and equip pupils with skills to keep themselves and others safe. While recognising and celebrating equality and diversity, we lastly believe in supporting our pupils to form appropriate, respectful and dignified relationships.

Intent

At West Byfleet Junior School, we intend to provide a whole school PSHE/RSHE curriculum that builds foundations of health and wellbeing, providing crucial skills and positive attitudes to enable children to achieve their best potential, academically and socially. We want our children to develop and deepen their personal, social, emotional development in ways that are tailored to their age group, whilst also expanding on their previous knowledge as they progress through the school. Our intention is for our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and experiences of others, and through our values of Aspiration, Resilience, Opportunity, Creativity and Kindness.

We want to provide a safe space for the children to learn PSHE/RSHE, providing them with the ability to make safe and informed choices, taking responsibility for their actions, respecting and valuing difference and being the best that they can be. Children will learn to show acceptance of others regardless of their background, religion, race, gender or sexuality, and develop their understanding of others. It is our aim to help our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Implementation

We follow the SCARF PSHE program, which is a whole school approach that provides a spiral scheme of learning. SCARF (an acronym for Safety, Caring, Achievement, Resilience and Friendship) is mapped to the PSHE Association programmes of study. It is centred on a values based, 'Growth Mindset' approach and is divided into six half-termly units. The units are tailored to each year group under the following themes:

- Being my Best,
- Me and my Relationships,
- Keeping Myself Safe,
- Valuing Difference,

<i>Policy:</i>	<i>Curriculum</i>
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<i>Status:</i>	<i>Non Statutory</i>
<i>Review cycle:</i>	<i>Annual</i>
<i>Next review date:</i>	<i>Summer 2025</i>

- Growing and Changing,
 - Rights and Responsibilities.
- Every teacher has access to SCARF online resources, which include lesson plans and additional resources for use/amendment. This is including additional issues that may arise in classrooms regarding certain topics, e.g. LGBTQ+.
 - Children have the opportunity to attend the Life Education Bus to motivate the children's learning and enjoyment of PSHE, a Buzz Point of the curriculum.
 - We embed our school values, promoted throughout the curriculum wherever possible of; Aspiration, Resilience, Opportunity, Creativity and Kindness. The British Values are also embedded throughout the curriculum where possible.

Impact

- A meaningful PSHE curriculum supports to children becoming happier, positive about school life as a whole, have a better understanding of rules and responsibilities, being enabled to handle setbacks and disagreements.
- Children have a safe space in which to discuss their feelings, opinions and develop their emotional intelligence.
- Teachers use formative assessment tools to review how the children are progressing within each area of PSHE learning, including circle times, discussions, focus questions, independent tasks.
- Children recognise and understand the school values and the fundamental British values.
- Children demonstrate a healthy outlook towards school, and demonstrate positive behaviour because they understand that they have a responsibility for their own actions and how they affect others.

Assessment

The essential skills and attributes of PSHE and Wellbeing education are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.

Such personal reflection in PSHE and Wellbeing education lessons is essential, so ensuring pupils have time and space to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self-assessment.

At West Byfleet Junior School, a child's knowledge and understanding will be continually assessed every lesson through the use of discussion as well as recording thoughts and ideas through the use of pictures, diagrams and written responses on pupil reflection sheets. Pupils will be given a reflection sheet per unit, and these will form a valuable record for children as well as rich evidence of their learning for teacher assessments.

Inclusion

PSHE/RSHE is a highly dialogic subject, so content should be delivered in an engaging, relaxing, safe space where all pupils feel confident and able to participate. With this in mind, PSHE/RSHE is taught using a variety of methods that appeals to many different learning styles. All written text on PowerPoints are accompanied by images to facilitate understanding, and social stories are taught using written texts, videos and images where possible. Representation of people from diverse backgrounds is present within the SCARF scheme and lesson content.

In lessons, children are challenged appropriately through questioning. Some pupils will be questioned on their recall while others will be challenged to analyse and justify in line with Blooms taxonomy.

Some work will be adapted further by the class teacher. This may include providing other resources to help understand the material – for example, word banks. In other cases the teacher may adapt the resources themselves to be image-based or reduce the amount of text. A child who is assessed to be frequently struggling with concepts will be referred to the school ELSA, for more specialised support.

Children are able to present their understanding in a variety of ways in their PSHE/RSHE lessons; these include: circle time, role-play, discussion (whole class, small group, 1-2-1), visitors (e.g. workshops, productions, important people in the community .etc), stories (e.g. exploring behaviour and situations of characters), creative activities and pupil initiated activities. The range of teaching and learning methods ensure that every child has a chance to shine.

Enrichment

At West Byfleet Junior School, many enrichment opportunities take place beyond the core offer of PSHE and RSHE in our school. The following take place, ensuring that PSHE and RSHE is a strong area of the curriculum at WBJs:

- Special visits from outside agencies, including: local theatre companies which perform PSHE-related material; 'Life Space' experience (provided by SCARF) and special parent/carer career inspiration based assemblies.
- Weekly young carers club and outings.
- Daily lunchtime Jenga club for children with social and emotional needs.
- Daily lunchtime Nurture Group for children with social and emotional needs.
- Daily 30 minute lunchtime drop-in sessions with the school ELSA, Mrs Segal, to work through social, emotional and friendship issues.

Physical Education (PE)

Our vision is to ensure all children in school, no matter their age or ability, have the opportunity to take part in well-led, safe and engaging P.E lessons. Sport is the driving force behind children's mental and physical wellbeing. Along with enriching the children's knowledge of their own bodies and what is needed to stay healthy. We believe that promoting a positive ethos around providing excellent sports provision will inspire and encourage all children to take part in sport both through the core curriculum and enrichment opportunities.

Intent

At West Byfleet Junior School we believe all children in school, no matter their age or ability, should have the opportunity to take part in well-lead, safe, engaging P.E lessons and develop competence to excel in a broad range of physical activities. Sport is the driving force behind children's mental and physical wellbeing, thus children should be active for sustained periods of time. We also with enrich the children's knowledge of their own bodies and what is needed to stay healthy and to lead an active lifestyle. As a school our aims are to promote a positive ethos around providing excellent sports provision inspiring and encouraging all children to take part in sport both through the core curriculum and enrichment opportunities and for them to be engaged in competitive sports both in and out of school

Implementation

Dance

perform dances using a range of movement patterns

Gym

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Games

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

use running, jumping, throwing and catching in isolation and in combination

Athletics

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Outdoor Adventurous Activities

take part in outdoor and adventurous activity challenges both individually and within a team

Evaluation

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Healthy Lifestyles

Understand the importance of a healthy lifestyle and how life choices contribute to living healthily

Swimming

swim competently, confidently and proficiently over a distance of at least 25 metres

Policy: Curriculum
Nominated Staff Lead: Satvir Babra
Nominated Governor Lead: C and L Chair

Status: Non Statutory
Review cycle: Annual
Next review date: Summer 2025

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations.

Impact

Dance classes run by S4K (Sports for Kids) for all year groups
School games gold award 3 years running
3rd in Surrey for participation
Competed in 8 different sports last year
Compete in district sports
Sports Hall Winners 2021-22
Sports Day
Forest School
Residential trips
New PESS assessment system now up and running and working well
New system allows children to assess own performance and see progression
Parent reports that break down child's activity levels and attainment in P.E
Walk the World initiative for keeping children active

Assessment

During each lesson, the children at West Byfleet Junior School are introduced to the key learning objective via a briefing with the coach in line with our three characters: Hawksey – explain, Sherwood – demonstrate and Doyle – perform. The characters are designed to psychologically engage children in the journey of evolution that takes place when they try to learn a new skill – in sport and beyond. The learning objective(s) of the lesson is explained alongside the journey that children will take to achieve the outcome. Midway through the lesson, a student led learning check takes place where children will categorise themselves as either Hawksey or Sherwood level, which allows differentiation to take place in the final activity of the lesson. At the end of the lesson, a final learning check will take place and the coach will assess the children on a scale of 0-3 via the S4K PESS Management System.

Inclusion

Physical Education is a practical subject that enables all children to participate in exciting and challenging physical activities, which can generate good health and fitness. PE provides opportunities for the development of physical, personal, social and intellectual skills, plus it encourages co-operation, positive actions, positive thinking, tolerance and respect for others. PE promotes the undertaking of exercises that can be continued into adulthood as part of a healthy lifestyle. Most children follow a generalised development of movements and skills – a natural progression develops from the simple to the more complex. Initially children learn basic movements within the context of their own body then gradually begin to integrate these movements with one another. PE sessions need to allow for variety and flexibility within activities - children with physical disabilities will need time and space plus encouragement to perform simple activities well.

All children should be included in all P.E lessons:

Skilful youngsters will need to be challenged with harder activities

Policy:
Nominated Staff Lead:
Nominated Governor Lead:

Curriculum
Satvir Babra
C and L Chair

Status:
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Annual
Summer 2025

Less able youngsters will require simpler activities or skills broken down into their component parts

PE activities can be modified in a variety of ways:

Equipment – colour, shape, length of handle, size, texture, weight

Interaction – ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers

Position – adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile guidelines to aid orientation

Rules – additional ‘lives’, changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules

Space – distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area

Speed – varying speeds, e.g. slower or faster, using ‘still’ apparatus, e.g. large ‘golf’ tee

Enrichment

At West Byfleet, we run a number of before and after school clubs, which any child can take part in, these include: football, athletics, cross-country, netball, cricket, hockey, dodgeball, multi-sports, tag rugby, tennis, golf and nerf tag.

The school also takes part in many district and county run tournaments, these include:

- Woking District football championships
- Tri-Counties Hockey Tournaments
- Woking District cross-country Woking District Athletics
- Woking District county cricket qualifications Chobham Rugby Club tag rugby tournament Greenfield School football tournament
- WASPs dodgeball championships Woking Swimming Gala
- Sportshall Athletics

Other P.E enrichment opportunities at WBJs include: sports day, WBJs cross country event, walk the world initiative (developed by WBJs), forest schools, swimming boosters for year 6, swimming life saver skills, sports crew, gifted & talented sports leadership award and residential trips: Hooke court (y4), Hindleap Warren (y5), Brenscombe outdoor activity centre (y6).

Religious Education (RE)

At West Byfleet Junior School we recognise that an effective and stimulating approach to Religious Education (RE) will provide children with the tools to navigate a culturally diverse society with respect, integrity and understanding.

Our children are entering into an increasingly global society, where religion continues to play a great cultural significance in the daily lives and running of most countries; from the festivals they celebrate, to the rules that govern them. An understanding of the principle religions of the world will enable children to navigate both the diverse cultures within their own communities and the varying cultural practices of the world, with sensitivity, respect and understanding.

Religious Education is important for preparing students for their future lives; it offers a unique opportunity to study the lives of real people – their friends, neighbours and fellow citizens. We endeavour to equip all our pupils with the tools to achieve a bright future as they navigate and interact with the world around them.

Intent

At West Byfleet Junior School we follow the Surrey Agreed Syllabus for RE.

Children can appreciate the way that religion shapes lives, values and individual identities through their understanding of Christianity and other principle religions and non-religions.

Children are encouraged to ask questions about the world and reflect upon their own beliefs and values with opportunities to enquire and reflect throughout the curriculum.

Implementation

RE is taught using the Surrey Agreed Syllabus and augmented to achieve the aims of the school. At West Byfleet Junior School we use multi-faith studies and celebration units to ensure that the story of all religions are taught in every year group, every year. This allows us to increase our provision for principle religions outside of Christianity.

Christianity

Children will explore the covenants of the bible as an underpinning narrative to understand its message to Christians. Children will begin exploring covenants through stories such as Noah, in year 3 which is explored in further detail in Year 4 alongside the Mosaic covenant.

In Year 4 children build a greater understanding of what a covenant is, before additional old-testament covenants are learned in Year 5. Year 5 sequence these covenants into an underpinning narrative to understand the significance of the new covenant to Christians. In Year 6 the New Covenant is explored in detail alongside the concepts of prophecies and the incarnation theory of Jesus.

The concept of incarnation and the “New Adam” is built across the school. Year 3 begins with understanding the concept of sin and the creation story. Year 3 and 4 explore stories of Jesus that will be used in Year 6 to compare and contrast the story of Jesus with the story of Adam. Concepts such as sin and redemption are explored in Year 5 to provide a foundation to understanding this complex theory in Year 6.

Children begin using scripture in Year 3; children are taught to find passages using bible references. In Year 4 children begin to compare and contrast gospel accounts which is explored in further depth in Year 5, understanding why these differences occur. Finally in Year 6, pupils explore motivations and historical context behind the gospels that impacted the style and content of their accounts.

Judaism

Judaism is explored in every year group through the use of celebration units where key celebrations such as Rosh Hashanah and Hanukah are explored in every year group, every year.

In Year 4 pupils learn about the values many Jewish people hold (such as family values and rituals) through the study of important times for Jewish people (e.g. Shabbat, specific festivals and celebrations such as weddings).

In Year 5 pupils study the differences within the Jewish communities. Jewish Synagogue communities are explored alongside different sects and how Judaism is practised in different geographical locations.

Islam:

Islam is explored in every year group during Eid for two to three weeks.

Further to this, in Year 3 children explore worship as a means to understand Islamic values, including Qur'an stories, prayer and celebration. Children have the opportunity to explore case studies to see daily lives of Muslim children.

In Year 5 children explore what helps Muslims live a good life through Eid, the five pillars and the prophet Mohammad. Year 5 explore how celebrations such as Eid, look different in England and Saudi Arabia.

Hinduism:

Hinduism is explored in every year group through the use of celebration units, including Diwali. In Year 6, pupils learn about the concept of Dharma, some key deities and avatars, and how Brahman is present in all things.

Buddhism:

Buddhism is explored in every year group using multi-faith studies. Pupils in Year 6 understand concepts of Karma and enlightenment, the cycle of samsara and the relevance of meditation on this journey.

Sikhism:

Sikhism is explored in every year group using multi-faith studies. Year 3 learn the duties of Sikhs and that equality is important to them and is expressed in langar and Sikh community.

Impact

All principle religions set out by the Surrey Agreed Syllabus are taught in every year group, every year. This means that no child has to wait until upper key stages to have their story told. Children have the opportunity to engage with and appreciate festivals from a diverse range of religions, learning about the cultures and customs of those celebrated and taking part in fun activities to enrich their learning. Children from a variety of backgrounds feel celebrated and included using this approach.

Consistent themes in Christianity, including covenants and the relationship between Jesus and Adam, allow for children to develop their knowledge in stages. By laying the foundations in Year 3, children are able to explore complex concepts such as incarnation in Year 6 with a deep understanding.

Depth and nuance is explored across the school, and is not reserved for upper key stages. Children present a deep understanding of the topics they have covered in all year groups which is evidenced by their ability to relate topics covered in RE with other areas of the curriculum, including history and geography.

Children have showed a greater passion for inclusivity and sensitivity around religion. Our multi-faith approach allows us to extend the offering of principle religions outside of Christianity beyond what is required of the curriculum, in line with the schools ethos on diversity and inclusivity.

Inclusion

Religious Education is taught using a variety of methods that appeals to many different learning styles. All written text on PowerPoints are accompanied by images to facilitate understanding, and religious stories are taught using written texts, videos and images where possible.

Children are challenged appropriately during the lesson through questioning. Some pupils will be questioned on their recall while others will be challenged to analyse and justify in line with Blooms taxonomy. Many PowerPoint slides contain additional information that teachers can share with pupils to extend their understanding further. Some work will be adapted further by the class teacher. This may include providing other resources to help understand the material – for example word banks. In other cases the teacher may adapt the resources themselves to be image based or reduce the amount of text.

Children are able to present their understanding in a variety of ways in their RE lessons. All lessons provide three different tasks that appeal to different level of challenge and understanding. Often, at least one task will give children the opportunity to present their understanding through matching or drawing. Children can be challenged further by taking on tasks that require deeper thinking skills such as analysing and justifying or applying their learning to other contexts. Children can express their deep understanding of different religions through writing, drawing and acting.

Pupils of different religious and non-religious pupils are catered for as part of an inclusive curriculum. Through the use of celebration units and assemblies with religious character, all children “have their story told” throughout the year, every year. Sometimes religious festivals may be celebrated beyond the RE curriculum in enrichment days or through Art and special celebration activities. While festivals such as Christmas are celebrated by a significant majority of pupils, adaptations will need to be made for pupils who do not participate in this holiday. This may include a variety of alternate activities on enrichment days or an opportunity to reflect on their own festivals or the changing seasons instead of the celebration of Christmas. This is always pre-planned in advance. Lessons involving the academic study of a religious festival are matched with appropriate tasks that promote scholarship and cannot be misinterpreted as a celebration of the festival.

Science

Every child has a positive hands on learning experience during science lessons and is able to use their skills and knowledge in other areas of learning as well as the wider world.

Intent

We aim to ensure that all pupils:

develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Implementation

Scientific knowledge and conceptual understanding

Science lessons follow the national Curriculum providing well-balanced lessons using key vocabulary for each block from physics, chemistry and biology. We use a spiral approach basing each concept on a previous knowledge. Children are encouraged to share their understanding of new concepts during class discussions where misconceptions are unpicked and clarified. Children of different learning abilities are supported and challenged appropriately.

The nature, processes and methods of science

The 'Working scientifically' part of The National Curriculum specifies the understanding of the nature, processes and methods of science for each year group. The scientific skills are integrated within lessons; specified in learning and scientific enquiry questions.

The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. Each year group plans lessons to teach the working scientific element of the National Curriculum alongside the knowledge and concepts.

Impact

Teachers planning and children's work show good planning and implementation of the science knowledge and concepts.

'Working Scientifically' being taught alongside the knowledge and concepts help the children to recognise good standards of work. This can be through effective feedback from the teacher and from other children. Children compare prior knowledge with newly gained knowledge and skills and use self- assessment.

Promoting greater interest in STEAM subjects

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Introducing Science enrichment activities
Embedding STEAM activities through the curriculum (making links with other subjects)
All school projects are competition
Alumni students becoming successful in STEAM industry in the future

Assessment

Teachers plan their lessons and activities with assessment in mind.
Formative assessment includes dialogical questions, starter questions about previous learning, and concept maps at the start of learning and update them at the end of module.

Summative assessment of science lessons will be carried out as follows:
Check science knowledge: by end of block test. This will be followed by an overview of knowledge presented by a child without prompts (this could be a form of written paragraphs about a given topic followed by a picture or a diagram)
Check working scientifically skills: Using exit ticket at the end of each experiment documenting a child was able to demonstrate one of the skills.
These are:
Carrying out a comparative or fair testing
Being able to write up all steps after an experiment (this includes prediction, equipment, method, table of results and conclusion).
Explain what it means observing over time
Being able to analyse patterns and create an appropriate graph
Identify, group and classify items according to their properties and characteristics.
Offering solutions to a problem using their prior scientific knowledge.

Example of greater depth knowledge and skill: Compares own data with the original hypothesis & suggests reasons for similarities and differences, including any anomalies, e.g. this one took longer to cool because....

Example of expected knowledge and skill: Uses evidence from the first test to support their prediction. Carries out a fair test independently. From own findings identifies which material is the best insulator, e.g. this one because it took longer to cool.

Example of working towards knowledge and skill: Suggests which insulators might be best but this is not linked to evidence from the first test. Needs support to carry out fair test.

Inclusion

Children should be able to access weekly Science lessons due to them being taught in a way, which appeals to all types of learners. In WBJs, we pride ourselves in making science lessons personal to our pupils, using local resources; linking science to other subjects such as Maths, Art, Design, English, History and more; and raising science capital by a range of enriching activities, throughout the year. These include STEM week activities, STEM promoting assemblies, visitor talks, Science based homework or learning about famous scientists to promote STEM career choices. Teachers should ensure that the lessons are accessible and engaging via a number of ways:

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Using starter activities, which encourage children to talk about a picture, sound or phenomena (e.g. Explorify offers a great range of topic starters).

Making lessons practical and relatable to everyday situations and using a range of experiments.

Making use of the outdoors and encouraging teachers to teach lessons outside regardless of the weather.

Making lessons very practical, using apparatus and various resources.

Practising scientific vocabulary using a variety of ways – drawing pictures, through drama, playing games such as Pictionary or sorting games.

All teachers have access to Hamilton Trust, which offers lesson plans and resources. Each year group has a textbook 100 Science Lessons which contains a CD ROM with online content. Science leader regularly updates a list of online resources as well as Science manipulatives.

Science is accessible to all children no matter what their literacy and numeracy levels are because they are practical. SEND children will often have a 1:1 who will help them. During practical lessons, children are grouped in mixed ability groups, which allows the more able children to help the others if needed.

Picture books are often used to make scientific concepts more accessible to children with learning disabilities.

Similarly, children who are capable of a greater depth of knowledge, can extend their scientific skills by pushing themselves to reach the challenge provided or provide a more in-depth answer to a task. During scientific experiments, children are able to suggest better solutions or further areas for testing. Greater depth children can become 'teachers' during lessons and help the others with their work. Gifted and talented children take part in science quizzes and other external STEM activities.

Enrichment

At West Byfleet Junior School, many enrichment opportunities take place beyond the core offer of learning Science, promoting STEAM subjects in a number of ways throughout the year.

- The Science lead offers science enrichment activities every term, so far these included building foam rockets and cannons, experimenting with balance, exploring water illusions or making ice-cream.
- We take part in inter-school Science Quizzes.
- We organise trips to various locations such as Kew Gardens, Science Museum or attending a STEAM day at Thorpe Park.
- External facilitators come to our school to offer talks or run workshops such as making slime.
- We take part in annual events namely STEM.org competitions, the Big Bird Watch or Outdoor Classroom Day.
- We take part in yearly STEM week activities.
- We promote STEAM carriers during assemblies.
- Our children get to experience metamorphosis of Lady Butterflies first hand.
- We held genuine Moon rocks and meteorites in our han

Home Learning

Intent

The inclusion of home learning within the Curriculum policy ensures that all parties involved – children, parents and teachers – have a clear view of the purpose of setting home-based tasks and the role they play in the homework structure. Home learning tasks should vary, giving parents an insight to the work being covered in class. Children should be encouraged to develop good home learning habits to enhance progress and facilitate the constructive use of their own time, thus fostering life-long learning skills.

Aims

- To review or reinforce classwork.
- To prepare or research ongoing class-based activities.
- To develop a responsible and confident attitude in children towards homework.
- To strengthen home/school links by the close involvement of parents in all aspects of homework.
- To give opportunities to apply skills.
- To appreciate that learning at home can be fun and include others.

Reading

At the early stages, the “hearing of reading” is a familiar exercise between parent and child.

Through discussion, observation and careful questioning, parents help to develop the child’s skills in language. This also promotes the concept of reading for pleasure. It is important to remember that reading should be encouraged on a regular basis as it helps to enrich all aspects of the children’s development.

We expect children to read at home to an adult a minimum of three times a week, but recommend this activity to occur five times a week. These reading sessions need to be recorded and signed by the adult, in their Reading Record book. Reading at home five or more times a week leads to children being rewarded with their name on the Reading Challenge, which can lead to a reward or learning new skills and spending time with others.

Homework

Homework should be purposeful and within the grasp of the children. It should encompass different areas of the curriculum and include a variety of activities to encourage interest and motivation. It need not always take the form of a written task, it should be varied and incorporate such things as reading for pleasure or information, research work related to current class learning.

Each child will have a Homework Book in which to complete all homework tasks. The homework tasks themselves will be posted on the relevant section of the WBJs website. A paper copy of homework tasks can be provided but parents do need to request this in writing. It is expected that parents will sign to confirm the homework has been done and write in any relevant comments, including any issues that may have arisen during the completion of the homework.

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The quantity of homework increases over the years and is organised into the following:

Year 3 and Year 4 - Homework is set on Thursdays and due in on the following Monday. Tasks alternate between English, maths and foundation. Children are expected to spend 45 minutes on weekly tasks.

Year 5 - Homework is set on Thursdays and due in on the following Tuesday. Children are expected to spend 1 hour on weekly tasks, which are English, maths and foundation based.

Year 6 - Homework is set on Thursdays and due in on the following Tuesday. Children are expected to spend 1 ½ hours on weekly tasks, which are English, maths and foundation based.

The expectation is that Times Tables Rock Stars and quizzing on Accelerated Reader is in addition to the allotted time for each year group.

Monitoring Home Learning

An important aspect of homework is for children to be able to relate to parents what they have been involved in during school time and what they are now expected to do at home. This allows discussion and effective help from parents to take place.

Although monitoring is desirable, parents should be careful to avoid doing the child's homework. Parents should take this opportunity to spend quality time with their children, working towards a common goal together and building an even stronger relationship through sharing thoughts and ideas.

Teacher's Role

- To set well prepared tasks which are appropriate to the needs of the child.
- To ensure that the tasks are clearly understood by the pupils.
- To ensure that homework tasks are purposeful and encompass a variety of curricular areas.
- To provide tasks which encourage interest and motivation.
- To check completed tasks.
- To encourage and praise good efforts and show appreciation of the pupils' work.

Child's Role

- To complete homework tasks in the allocated time.
- To ensure that all homework is well presented.
- To ensure that homework is handed to the teacher as and when requested.
- To ensure that homework is signed by the parent or parent representative.

Parent's Role

- To encourage the completion of homework tasks within the recommended time.
- To assist with their child's homework where necessary.
- To monitor homework.
- To check that homework is completed neatly and correctly

The Homework Environment

The homework environment will often vary from task to task, as indeed does the learning environment in the school. The best situation would be a time and place agreed by both parent and child. Parents however are encouraged to create a proper homework environment for their children.

Long Term Illness

After a child has been absent for one week or more, parents may contact the school and arrangements will be made for consultation with the class teacher regarding missed school work.

Holiday Homework (Unauthorised Absence)

When children are taken away on family holidays during term time they obviously miss the direct teaching and guidance of the class teacher. Work should not be given to pupils who are on holiday as this is an unauthorised absence.

Homework Concerns

The school aims to set homework that is fun and interesting. It should also be manageable, differentiated and relevant. We hope parents will help children with homework by way of encouragement and explanation but would like them to refrain from doing it for them. Any problems concerning understanding can be written in the Homework Book.

Educational Visits

Intent

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately, planned visits are known to enhance learning and improve attainment, and so form a key part of what makes West Byfleet Junior School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practising strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Section, West Byfleet:

- Adopts the Local Authority's (LA) document: *'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'* (All staff have access to this via EVOLVE).
- Adopts National Guidance www.oeapng.info (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.
- All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance

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Types of Visit & Approval

There are three 'types' of visit:

- Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These follow the 'School Learning Area' Operating Procedure.
- Non-residential visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
- Visits that are overseas, residential, or involve an adventurous activity. These follow point 2 above, but the Head then submits the visit to the LA for approval.

School Learning Area

General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent, but parents should be informed beforehand, for example if a visit is longer than one hour
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are within West Byfleet Village.

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Playground equipment.
- Basingstoke Canal, Wey Navigation Canal.

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These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and they sign a generic permission form which covers a short/local visit (e.g. walking to the park). Longer, or more distant trips, require specific permission.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will add a list of children attending a visit to their 'Evolve' Visit Form. When appropriate, a list of attendees will be provided to the office for their reference.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc, with support from administration staff.

The Head Teacher has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. *They consult National Guidance www.oepng.info for support.* Individual governors may be given 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

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Supervising teachers and other adults – to supervise children, continually assess risks, manage risks in line with risk assessment

Pupils – to follow instructions and procedures in line with the risk assessment

External provider or tour operator must complete the detailed Form EV4 at the time of the provisional booking.

Staffing

Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Ratio

As a general guide and in normal circumstances, the adult /child ratio may be

- Age 4 – 1:4
- 5- 6 - 1:6
- 7-10 –1:10
- 11+ - 1:15

However, a professional judgement must be made for each visit, by the Visit leader, EVC and Headteacher, as a range of characteristics relevant to the particular visit should determine the ratio. These are:

- Type, duration and level of activity
- Needs of individuals within the group – medical, SEN, behaviour
- Experience and competence of staff and accompanying adults
- Nature of venue

- Weather conditions at that time of year
- Nature of transport involved

The competence of supervisors and the supervision arrangements are more important than ratios.

Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and must take into account factors such as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/ experience of staff
- Environment/ venue

Supervising parents must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care, and be shown the completed Form EV5.

It is essential that staff work closely with external staff (when appropriate) to maintain supervision of the children. On longer visits ie residential, it is acceptable for staff, who it has been agreed are 'off duty', to drink **a moderate amount of alcohol**, but this should not interfere with responsibilities and supervision on subsequent days activities or when driving the school minibus. An off duty rota could be arranged with the visit leader so that a minimum of 2 adults are on duty at all times.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2) and all lead staff on visits are familiar with this plan.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

West Byfleet Junior School Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

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Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

Specific, (ie. one-off), parental consent must be obtained for all other visits, including after school sports fixtures. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. The letter to parents should therefore give full details of the visit, as appropriate these should include the reason for the visit (educational aims), supervision arrangements and the transport arrangements, and ensure that the detail of other incidental activities is included, together with Plan B. Parents are asked to consent to visits through a traditional paper consent form.

For day visits, where written consent has not been received, verbal consent to two members of staff can be accepted (for example teacher and receptionist).

Inclusion

It is the school's aim that all children attend educational visits. We comply with the Equality Act 2010. In some circumstances, after an individualised review, it may not be possible for children with particular needs to attend a specific visit.

Charging / funding for visits

Please refer to our charging policy. The school is only able to run visits if we get sufficient voluntary contributions to cover the costs of the visit. See National Guidance www.oeap.info for more information.

Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets, etc. If travel is by coach or minibus, all pupils must wear a seat belt.

Only members of staff who have received training in accordance with the LA's policy may drive the minibus. There are additional requirements where the minibus is borrowed / hired. Before using the vehicle, the driver must complete a checklist and report any defects to the head teacher or office. Additional checks should be made for longer journeys

Use of staff cars to transport pupils – *Refer to the LA's guidance document*. Staff must ensure that they have insurance to cover use of car for work.

Insurance

We are covered by the Surrey County Council Insurance.

First Aid

The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who has a good working knowledge of first aid. The Appointed Person First Aid Certificate is the minimum requirement for residential visits.

First aid kits are available from the medical room. If the visit involves the party splitting up, a kit should be taken for each group

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Swimming Lessons

Children who go swimming travel by public bus and by minibus. Boys and girls change separately at the swimming pool. A member of staff waits outside the changing room and will enter occasionally to ensure children's safety. They will knock before entering.

Dismissal of pupils following after school / evening activities

Following after school clubs held in school children are dismissed from the rear exit doors for indoor activities or handed over directly by club leaders on our playground, or noted by individual clubs in their communication with parents and guardians. Finishing times are made clear to parents on Clubs Letter. Staff who run the clubs maintain a register and contact parents who are late collecting. Support may be given by SMT.

After events such as sports fixtures and music activities, parents will generally collect children from the office, unless advised otherwise by letter.

Booking Procedure

Please inform the following people about proposed visits out of school before booking:

- Headteacher
- Educational Visits Co-ordinator (EVC)
- Admin Officer

1. Inform the Headteacher, check that proposed dates are convenient and entered in the diary.
2. Complete LA approved form (EV2 & 4) (residential trips and adventurous activities only)
3. Liaise with the Admin office with regards to booking transport, cost, letter to parents and, if necessary, additional insurance
4. Inform parents using standard letter from admin officer. (Where own letter is used, email a copy to Admin office)
5. Complete details of visit on Evolve, attaching Risk Assessment and letter to parents
6. Carry out pre-visit if possible and necessary
7. Keep record of contributions made by parents using class list on A4 envelope, ensuring money is checked and then send to office daily for safekeeping
8. Use the educational visits checklist as an aide memoir before and on the day of the visit

Unless the Headteacher and EVC have agreed to the visit, and the necessary forms are completed, the visit must not go ahead.

Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

- There is always a nominated emergency base contact for any visit (during school hours this is the office).
- This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
- For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
- For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
- The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
- For visits that take place outside the School Learning Area, the visit leader will carry either: An LA Emergency 'Card' (see EVOLVE Resources), or an OEAP National Guidance Emergency action card
- This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Visit leaders should read additional information posted on front of Evolve website as this relates to updates and recent risks such as threats of terrorism and recommended practice.