



WESTFIELD PRIMARY SCHOOL AND NURSERY

TEACHING AND LEARNING POLICY

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Rationale

Children are entitled to a broad and balanced curriculum, which offers a range of experiences that are relevant to their lives and which provide a foundation for their future learning. At Westfield, we believe that all aspects of children's development are equally important and are interconnected. At Westfield we believe children learn best when:

- Teaching and learning-activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, practise, and challenge of learning for each child, regardless of their attainment
- The learning environment is ordered, the atmosphere is purposeful and they feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Aims & Objectives

- To provide a safe, happy and stimulating place to learn
- To foster a love of learning and encourage children to develop and thrive as confident, secure learners who are able to fulfil their potential
- To enable children to develop enquiring minds and ability to question, make informed choices, apply themselves to tasks and to reflect upon their own learning and experiences
- To enable children to be independent and self-motivated and able to work and play co-operatively with others
- To enable children to appreciate, respect and understand others and the world in which they live and to encourage children to develop an understanding of moral values and differing ways of life
- To develop children's self-esteem and sensitivity, tolerance and understanding towards the needs and feelings of others
- To ensure equal opportunities in relation to gender, race, class, sexuality, special needs, culture and belief.
- To promote, celebrate and value the diversity of our school and the wider community
- To demonstrate a commitment to high expectations and high standards of achievement for all
- To use assessment to identify abilities, strengths and successes and to form the basis for all teaching & learning experiences
- To provide a curriculum that meets the requirements of the Early Years Foundation Stage guidance & National Curriculum
- To provide high quality resources which ensure access to all aspects of the curriculum for all and reflect the diversity of the society in which we live

Equal Opportunities and Arrangements for Inclusion

All pupils are to have equal access to the curriculum regardless of gender, race, cultural background, ability or any additional needs. Teaching is organised to enable pupils of all abilities to access the learning through scaffolding and challenge. We recognise, respect and celebrate the diversity of languages and experiences our children bring to school. We aim to reflect these in our classrooms and to promote parental involvement to strengthen the links between home and school communities. We believe that all children can achieve and we value and promote each child's achievements. All staff are responsible for utilising each child's individual contribution to the learning process. We believe it is the right of all

children, regardless of their ability, cultural background, ethnicity, gender, disability, home or linguistic background, to have access to high quality learning experiences in a stimulating and supportive environment where prejudices and stereotypes are challenged.

IMPLEMENTATION OF THE CURRICULUM

At Westfield Primary it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through our curriculum, we can impact how our children feel about themselves and their learning, so that they feel happy, confident and ready to tackle any challenge they may face both inside and outside of school.

At Westfield Primary we place high priority on ensuring we foster children's physical and mental wellbeing; developing their resilience and self-confidence. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. We strongly believe that a child's physical and mental wellbeing should be as valued and important as academic development. This is reflected in our strong values ethos; embedded use of growth mindset; the mindfulness Paws.b curriculum; forest school; daily mile and skip2b fit. We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers. Our full and rich curriculum, with its excellent range of experiences and enquiry led learning, ensures that every pupil at Westfield Primary School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish. Believing that pupil progress should be the widening and deepening of essential knowledge, skills, understanding and learning behaviours, we have designed, organised and planned our curriculum to ensure that children are not merely covering content but achieving a depth to their learning. It is vital that children understand the learning journey and purpose of learning, using the building blocks to build on how yesterday's learning will support their understanding today.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise of essential knowledge, skills and understanding in every subject. This spiral curriculum ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Teaching Strategies

All staff should have realistic but high expectations of what all children are able to achieve. In order for children to fulfil their potential they need to be in a calm, ordered environment. We recognise the need to employ a range of teaching approaches, styles and skills. In order to achieve this it is the teacher's responsibility to ensure that they:

- Prepare and plan lessons and resources adequately

- Provide activities that extend each child's learning and progress. Children's work should be marked and assessed in accordance with the Feedback, Marking Assessment Policy
- Convey high expectations of behaviour that encourage autonomy, trustworthiness, self-respect and respect for others
- Observe and assess all children in the class, being especially aware of the needs of children who do not make demands, those with EAL, SEN, Higher Learning Potential and any other additional needs
- Make effective use of voice and body language to maintain interest and control
- Use effective questioning techniques
- Provide a balance of teaching styles including exposition, practice & reinforcement and discussion
- Provide a balanced variety between individual, group and class work
- Provide opportunities for reflection by children
- Demonstrate and convey high expectations for all children
- Provide encouragement, positive reinforcement and praise
- Intervene, as appropriate, in the learning process in order to encourage development

Support Staff

Support staff are an extremely valuable classroom resource. It is the teacher's responsibility to communicate, manage and plan with all additional adults in their class. During whole class teaching, it is expected that support staff will:

- Work with individual children and / or groups within the classroom, to support their understanding of the concepts and skills being taught
- Be active throughout the carpet sessions, adding value to the learning by: sitting on carpet, working with directed children, modelling on a whiteboard, asking questions, playing the role of a child by asking questions etc
- Communicate regularly with the teacher and other adults in the classroom and clarify expectations of teaching and learning
- Actively be involved in the feedback and marking of the work of the child/children they are working with as outlined in the Feedback, Marking and Assessment Policy
- It may be appropriate for some children to be withdrawn from the class group on occasions, to provide a quieter space for learning, interventions or additional differentiation, although this should not be a regular occurrence. Children may be withdrawn from the classroom for specific targeted therapy sessions

Classroom Organisation & Learning Environment

All classroom equipment should be clearly labelled and accessible to all children. Children must be shown how to select appropriate resources, use them to their best ability and to fit the task, then to replace the equipment to its correct place. Classrooms are planned so that furniture and layout enable children to engage in a variety of activities. Organisation and layout of classrooms also allow for a variety of working relationships and outcomes. All teachers must ensure that their classrooms are tidy, free from clutter and all learning spaces are accessible to the children.

Working walls and displays

All working walls and displays will:

- Reflect current learning and be updated regularly inside the classroom
- Shared area displays will be changed termly under the direction and guidance set out by SLT to reflect the whole school focus. These displays will have some explanation of what the work is about and the process of completing their learning
- There will be a balance of permanent displays and working walls
 - Permanent displays: will be mounted and clearly labelled. This might include the class flag and growth mindset display etc
 - Working walls: will be added to throughout a unit / learning journey. They may will be a combination of the children's ideas and work and the teachers modelling.
- Use consistent lettering in line with the school's Handwriting Policy

All classrooms will have:

- English working wall/ Washing lines - clearly identifying where the children are in the Talk 4 Writing teaching cycle; key vocabulary; modelled examples and shared writing.
- English washing line - comprised of modelled and shared writing for each stage of the talk 4 writing journey. This will be built upon as the Talk 4 writing sequence develops.
- Writing pegs - each child's end of unit work will be on display to value and demonstrate the progress they have made through the year.
- A Maths working wall - showing current methods of operations which are in line with the School's calculation policy, resources that help children's calculation, such as a 100 square, or topic related work such as time
- Class Flag - showing identified values important to the class Team
- Science working wall - reflecting the current focus being taught in science including key vocabulary and images to support understanding
- Non-core subject working walls - reflecting the topics being covered in these subjects using images, modelled examples and vocabulary to support learning
- A high quality reading corner - which is clearly organised and accessible to all children
- A Growth Mindset Display - demonstrating the 'stretch' zone

Planning, Assessment and Marking

See Assessment, Feedback and Marking policy

Monitoring

See Monitoring and evaluation Policy

Home Learning

See Home Learning Policy

Please see below for our Westfield overview of each subject area. These are regularly updated with any changes on our website so please check there for the most up to date version.

English

Throughout the journey at Westfield we intend for our children to develop their love of reading and writing. Our children will leave our school with the fundamental literacy skills to enable them to access their onward curriculum. Our children will have the reading skills and fluency to be able to understand a range of genres and have an intrinsic love of literature in its many forms. Children are to be equipped with a range of methods to express their ideas creatively and have the confidence and experience of each of these methods eg. speaking and listening, drama and role play and writing. The children and teachers will have high expectations for their written and spoken work; these high expectations will be continually modelled by all staff so that the children are always clear as to what they need to be successful at their stage; fluency of language skills will be expected and enabled across the whole of the curriculum; aspirational vocabulary will be taught and clarified and children have the confidence to extend their word choices.

Talk 4 Writing - We are in the process of implementing Talk 4 Writing across the school. In KS1 and KS2, our talk for writing sequence will have a different focus each half term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Setting	Character	Dialogue	Action	Openings and Endings	Suspense

For each focus, there is a toolkit to develop and use in the children's writing. Each focus follows the same structure which is detailed below:

Cold task

The opportunity to 'have a go'. This establishes exactly where the children are on their learning journey, ensuring that their skills are built on through the next sequence of learning.

Short burst writing

From the cold tasks, the teacher will have identified which grammar and punctuation focuses are needed during this sequence. These are practised and applied in context through Short Burst Writing. This helps the children to warm up all the writing techniques they will need to use in their writing to keep the reader engaged.

The Hook

The hook is used to motivate and get the children excited about the text they are using. This could be a filmed message, a character coming to visit, an unusual object appearing or even a complete set construction in the classroom!

Story Maps

Learning the model text is essential in the talk for writing sequence. A story map of the model text is created by the teacher, and sometimes by the children, to help the class internalise the narrative. As they become more familiar with the text, they move from whole class imitation to small group and paired initiation. The children use actions and movement to help them tell the story.

Reading as a reader

Once they have internalised the text, they then look at it in a written form. As the children have learnt it so well, it helps everyone when reading. During this part of the learning, the class focus closely on the vocabulary and their understanding of the text.

Reading as a writer

To lead into the innovation phase, the children look again at the text focusing on:

- Understanding the underlying structure of the text through ‘boxing up’
- Recognising and understanding the features that helped to make the writing effective by creating toolkits

Innovation

During the innovation phase, the children create a new plan, which closely hugs the model text. As they write their story, section by section, the teacher writes theirs too. Each day the teacher and TA will work with a different group, as a guided write, to support the children in their writing. The teacher, the children and their peers, will feedback on each others work to aid the editing and improvement.

Independent Application (Hot Task)

At the end of the learning sequence, the children complete a similar piece of writing to the cold task, where the children show everything they now know. At this stage, the focus may come from the the children, their teacher may give them a stimulus to focus on or it may be linked to the children’s wider curriculum. By comparing the cold and hot tasks, it is clear to see the progress made.

Phonics - At Westfield, we begin teaching synthetic phonics in our Nursery. We teach the Letters and Sounds programme and this extends across the EYFS and KS1. The Letters and Sounds programme covers the 44 phonemes that make up the English language and we learn by daily, systematic teaching where we revisit, teach, apply and practise all of these sounds and learn to blend them for reading and segment them for spelling. To support the younger children, we use the Jolly Phonics actions and songs to accompany each sound they learn. At the very start of the journey the children will be taught the pure sounds for letters.

Love of Reading - We foster a love of reading by ensuring the class texts are engaging and appropriately pitched. Teachers read aloud to the children daily and children are encouraged to select and read books to read at home on a daily basis. A love of literature is encouraged by core reading spine books to include fiction, poetry and non-fiction; selected for interest as well as aspirational literary content. Birthday books are presented in the week of a child’s birthday.

SPAG - The school follow the Nelson Spelling programme and spelling is taught discreetly through the week from Years 1-6. Year specific spelling lists are non-negotiable when used within the children’s work. Grammar is taught through the English sessions and is inline with the curriculum. Spellings are displayed weekly and sent home to practise. Spelling patterns taught either discreetly or as part of English time as appropriate.

Vocabulary - Higher level language is developed with “word of the day” and “magpie books/walls”. The use of children’s independent magpie books are used to

record any ideas they have captured during their learning journey. A “never dodge a good word” approach is adopted so that spelling does not hinder vocabulary choices.

Handwriting - The policy is implemented from Nursery and teacher modelling all follows the same script. In the Early Years children learn to form letters in pre cursive script and this moves to cursive script as the writing skills develop as the children move up the school.

Classroom environment - Every classroom has an inviting book corner and washing lines that show the journey of the learning. High level teacher modelling is evident in all classrooms. The children’s individual writing journeys are displayed on the walls in their classrooms and sent home at the end of the year.

Whole School Events - World book week is celebrated annually and ‘Open Learning Mornings’ are held. Each class has a featured author and each year has a featured genre for the birthday books.

Monitoring - The English Coordinator conducts learning walks, book reviews and collects pupil voice to ensure the overview of coverage and to ascertain pupils’ views of English. This monitoring allows triangulation of consistency, pitch and progress across the school.

Along with regular in school English CPD for all teachers, the English subject leader also attends the County English updates.

Pupil Voice - Children will tell us that they enjoy reading and are intrinsically motivated to read independently. Storytelling and book talk is part of the daily life at school and children can freely discuss the authors and texts they have enjoyed reading and be proud to share their own writing.

Knowledge - Children read and write to their full potential and are able to apply their skills across the curriculum. Children will be clear on the writing process, tell you where they have improved and what their next steps are.

Evidence in skills - Children are taught inline with the expectations of the National Curriculum. Teachers’ subject knowledge ensures lessons are taught at a pace that allows coverage and ample opportunities to read and write widely.

Outcomes - At Westfield we strive for all pupils to achieve their maximum potential, by having high expectations and excellent standards. We aspire for all children to have achieved at least Age Related Expectations (ARE) for their year group, and through daily opportunities for stretch and challenge, aim for many to exceed. Where children don’t reach this expectation, appropriate support is put in place to address barriers in learning in order to accelerate progress.

Maths

At Westfield we follow a mastery based approach for Mathematics. You will notice these key features when observing Maths learning around our school:

- Teaching the whole class altogether
- Small steps in learning
- Precise and accurate use of mathematical language by the teacher and the pupils
- Pupils speaking in full sentences
- Analysis of strategies
- Lots of discussion by the children
- Lessons have a small focus
- Common misconceptions are addressed and planned for

At Westfield we strive to demonstrate a set of pedagogic practices that keep the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency and understanding. Challenge is provided by going deeper rather than accelerating into new mathematical content. Teaching is focused, rigorous and thorough, to ensure that learning is sufficiently embedded and sustainable over time. Long term gaps in learning are prevented through pre-teaching and same day catch up. More time is spent on teaching topics to allow for the development of depth and sufficient practice to embed learning. Carefully crafted lesson design provides a scaffolded, conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking.

During your time at Westfield you will see happy, engaged and enquiring learners. This will ensure:

- Deep and sustainable learning.
- The ability to reason about a concept and make connections.
- The ability to build on something that has already been mastered.
- Conceptual and procedural fluency.

Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations.

We know as a staff body that a pupil really understands a mathematical concept if they can:

- Describe it in their own words and explain it to someone else;
- Represent it in a variety of ways (the CPA approach - Concrete, Pictorial, Abstract);
- Make up their own examples;
- See connections between it and other facts or ideas;
- Recognise it in new situations.

At Westfield, we believe that it is important to ensure that all children in EYFS develop firm mathematical foundations in a way that is engaging, and appropriate for their age. In Nursery and Reception children learn about Maths through play and their daily experiences - the more meaningful to them and hands on it is, the better! Across EYFS, the children have the opportunity to start developing their early Maths learning which will underpin everything they will encounter as they progress in their

Maths learning in Primary school: Cardinality and Counting; Comparison; Composition; Pattern; Shape and Space; Measures. In Reception, Number blocks and HfL Essential Maths is used to support the teachers in confidently helping children bring numbers and ideas to life in the real world around them. The resources support the teachers in drawing out and building on the Maths embedded through in the stories.

In KS1 and KS2, we follow the HfL Essential Maths planning. The sequences are written as a spiral curriculum in which learning is built upon step by step, sequence by sequence and year on year. It is aspirational and ensures progression and coverage through the primary phase.

At Westfield, children are taught as a whole class with scaffolding implicit throughout. In our classrooms, you will see scaffolded modelled examples, manipulatives to support understanding across all year groups, pictorial representations, small step progression and highlighted opportunities for pupils to explore concepts at greater depth.

Pupils in all year groups record daily in their Maths jotters and/ or books, providing them with many opportunities for practise and consolidation. This provides children with a log that they can look back on to see how learning has progressed and developed within sequences and over time.

Scaffolding in Maths lessons is provided through questioning, speaking frames, highlighting and modelling key learning points and the use of manipulatives. A Westfield, our teachers focus on; 'How can I ensure my pupils access the learning at an age appropriate level?' This requires our teachers to know their pupils well and have strong mathematical subject knowledge.

Where there is a need to support pupils to catch or keep up this is provided through same day catch up or teaching. This is flexible and tailored to the children's needs. There will be times when a start to the lesson can be used to provide a whole class pre-teaching opportunity, to cue pupils back into prior learning, reactivating and rehearsing this before building on this in the main focus. There will also be times when a carefully selected group of pupils require some tailored pre-teaching or same day catch up. For example, supporting pupils to access the language that will be needed. Where individual pupils or a small group are unable to secure the learning after teaching time. We aim for this to happen as close to the learning as possible. It may require re-explanation of the learning and rehearsal of the concept, or tracking back to a piece of previous learning which has been found to be insecure.

Where particular pupils have SEND and are unable to access the age related expectations, a more tailored curriculum will be provided. For individual pupils working well below the level expected, teaching sequences from previous year groups can be used to help to track forwards from the skills pupils have. This ensures the pupils build upon solid foundations, rather than adapting the age related expectations in a way that might create gaps or build an insecure surface-level understanding.

Teachers use questioning and observations during the lesson to assess understanding and this informs subsequent lessons. Teachers will also use books to assess the children's understanding, knowledge and ability to apply the skills that they have learned. The destination questions will help to provide evidence that pupils have secured the related learning. As these often require some element of application or reasoning, this will indicate that the learning is deeper. Once in KS2, the children will complete mid and end of year summative assessments linked to the content cover of their year group curriculum. Additionally, each term, the children complete an Essential Maths diagnostic multiple-choice assessment, which looks for common

misconceptions from the taught units of work. These summative assessments support teachers in planning and adapting learning appropriately for their children.

The Maths Coordinator will conduct learning walks, book reviews and pupil voice to ensure the overview of coverage and to ascertain pupils' views of Maths. This monitoring allows triangulation of consistency, pitch and progress across the school.

Along with regular in school Maths CPD, all our teachers have attended the HfL ESSENTIAL Maths training providing them with the knowledge and understanding of the theory behind our approach to teaching Maths. The Maths subject leader also attends the County Maths updates as well as termly local clusters in Berkhamsted.

Impact of our curriculum can be found through:

Pupil Voice: Through discussion and feedback, children talk enthusiastically about their Maths lessons and speak about how they love learning about Maths. They can articulate the context in which Maths is being taught and relate this to real life purposes.

Evidence in Knowledge: Pupils know how and why Maths is used in the outside world and in the workplace. They know about different ways that Maths can be used to support their future potential.

Evidence in skills: Pupils use acquired vocabulary in Maths lessons. They have the skills to use methods independently and show resilience when tackling problems.

Breadth and Depth: Teachers plan a range of opportunities to use Maths inside and outside school.

Science

At Westfield, we aim to develop and support our children's curiosity and understanding of the world around them, at school and beyond. We recognise the importance of Science in every aspect of daily life. Through our Science teaching, we aim to increase pupil's knowledge and understanding of the world and to develop their Science enquiry skills. This will help to foster a healthy curiosity in children about our universe, encourage respect for the living and non-living and to provide opportunities to critically evaluate evidence.

At Westfield, we develop scientific knowledge and conceptual understanding through our teaching of all three strands of Science: Biology, Chemistry, and Physics. We believe an enquiry-based approach helps them to develop their understanding of the nature, processes and methods of Science and helps them to answer their scientific questions of the world around them. We help children develop scientific enquiry skills such as observation, predicting, analysing and evaluating which helps them to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. We want our children to be equipped with the knowledge to understand the implications of Science, today and for the future. Above all, we want children to develop an enjoyment and enthusiasm for scientific learning and discovery and to provide them with knowledge and skills, to build on their natural curiosity.

Teachers create a positive attitude to Science learning, having high expectations for our children and encouraging curiosity and enthusiasm for their Science learning. Our curriculum is progressive throughout the whole school.

Teaching and Learning

At Westfield, Science is taught weekly throughout Key Stage 1 and 2. In Early Years, Science is taught through children learning about the world around them in learning through play. Additional opportunities are provided through Science days, trips or visits as well as Science clubs run by our Science Ambassadors.

Planning for Science is a process in which all teachers are involved to ensure that the school gives full coverage of the "National Curriculum" and "Understanding of the World" in the Early Years Foundation Stage. Teachers adapt the curriculum to match all pupils' needs. Science is taught as a discrete subject to ensure coverage although we try to make cross cross-curricular links where possible, for example writing in English and tables and graphs in Maths.

We build on the previous knowledge and skills of the previous years through our progression maps. This feeds into the each year groups long-term plans. As the children's understanding and knowledge increases they become more proficient in selecting, using scientific equipment and collating and interpreting results. They also develop the ability to come to conclusions based on real evidence, and can offer ideas on how they could improve or extend next time.

Teachers have access to high quality resources to help support their planning and this gives a good starting point for them to adapt for the needs of their class. They make use of Explorify as starters to encourage questioning and wonder. Through our planning, we encourage children to ask their own questions and give them the opportunities to use their scientific skills to research these and to discover the answers. Teacher questioning is used to illicit understanding and clarify

misconceptions. Children are encouraged to be independent and take care of the equipment that they use.

Working Scientifically skills are embedded through the lessons and develop over time. To ensure that the children understand the scientific skills that they are using we have introduced Science wheels that outline the different Scientific skills; teachers refer to these during lessons to ensure that as well as the knowledge they have acquired they are also aware of the skills used to acquire that knowledge.

Learning Journeys are used to help children to understand the overall objective of the unit and to show children how different strands are connected.

Assessment

Teachers use questions and observations during the lesson to assess understanding and this informs subsequent lessons. Teachers will also use books to assess the children's understanding, knowledge and ability to apply the skills that they have learned. Again, this informs future lesson plans or focus areas.

The Science Coordinator will conduct learning walks, book reviews and pupil voice to ensure the overview of coverage and to ascertain pupils' views of Science.

Our Science Curriculum is well thought out and planned to show progression. As well as having the knowledge linked to the curriculum, children should acquire skills which they can continue to develop as they move beyond the primary setting. Our hope is that providing them with an engaging curriculum they will enjoy Science and understand its role in the world.

All children will:

- Develop a range of different skills linked to scientific knowledge and understanding.
- Be able and confident to be able to find a way to answer their questions.
- Be keen to ask questions and critically evaluate the world around them.
- Have a richer scientific vocabulary so that they can articulate and explain their thoughts and understanding of different concepts.
- Have an understanding of the importance of Science to them.

We will measure this through:

- Written outcomes in books
- Oral explanations, questions and discussions in class.
- Pupils' discussion about their learning.
- Learning walks

P.E

At Westfield Primary School we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy lifestyle, thus enabling them to make informed choices about physical activity throughout their lives. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. We provide a balance of individual, team, cooperative and competitive activities with the ultimate aim to cater for individual pupil's needs and abilities. We provide and enable opportunities for pupils to take part in extra-curricular sports and activity clubs and competitions within our local community so that children can develop good sporting attitudes and have a positive competitive experience. Daily physical activity and health enhancing activities are also incorporated in our day such as active lessons, active break and lunchtimes, Forest school lessons, the Daily Mile and extra-curricular activities.

Pupils will acquire and develop skills to enable them to become successful games players, dancers, gymnasts and athletes, learning how to observe, compare and comment on skills, techniques and ideas which themselves and their peers have used in order to improve their work and performances. Through class workshops, and themed celebrations Westfield pupils will learn the importance of physical activity to their health and wellbeing, and how to make healthy life choices through diet and exercise. By embedding the principles of Five Ways to Wellbeing our pupils recognise the importance of taking care of themselves both physically and mentally through developing positive relationships with their peers and themselves.

Westfield Primary School provides a broad and balanced curriculum, which includes comprehensive coverage of the National Curriculum for Physical Education in EYFS, KS1 and KS2 with cross-curricular links to other subjects. Pupils study Gym, Dance, Outdoor and Adventurous Activity (OAA), Games and Athletics and those in KS2 learn to swim. Teachers use Dacorum School Sports Network (DSSN) PE Assessment for learning tools and our new Complete PE Scheme of work. The Scheme of work is adapted to suit the needs of pupils. Assessment of understanding is through regular questioning, "show me what you know already" and verbal feedback.

Daily Physical Activity/Active Learning

We aim to embed at least 30 minutes of physical activity throughout the school day in addition to our timetabled P.E. lessons. We aim to make some of lessons active and the children have 'brain breaks' throughout the school day through the initiatives such as mindfulness, Daily Mile, Skip2bfit, Let's Dance, Super Movers, i-moves and Go Noodle activities. We also provide the children with opportunities to be physically active at break and lunchtimes utilising the Daily Mile track, EYFS playground, adventure trail, outdoor gym, Balance Bikes, identified play areas on the playground at lunchtimes, Astro Pitch, Wildwood and Nature Reserve and the school hall.

Extra-Curricular Activities

We will continue to offer a range of clubs both during lunchtimes and after school. Feedback from parents and pupils will be instrumental in their provision and we will

continue to try to offer new sports that are accessible in the local area. Our aim (COVID 19 permitting) is to offer a club throughout the year to a mixed age group to target less active children and encourage them to try physical activity with their peers in a less competitive environment.

Competition is encouraged at Westfield through our school values and ethos of being the 'best version of ourselves and achieving a 'personal best.' The Daily Mile and Skip 2bfit activities are rewarded in celebration assemblies in addition to out of school achievements. Class and House competitions encourage good sportsmanship and attitudes.

Our pupils have the opportunity to represent the school in competitive team or individual competitions, festivals or inclusion sports. Cup and Plate teams compete in some sports to cater for a range of abilities and we take part in an inclusion festival, which is a less competitive event with the focus on fun and participation.

Sports leaders are appointed in Years 2-6, mentored and trained by older pupils. The leaders run activities during lunchtime on the playground and clubs in the hall, assist in class PE lessons and in whole school events such as The Daily Mile, Feel Good Week and Sports Week and jointly promote active fundraising activities with the School Council. They also collate results from the school personal best challenges.

Our PE curriculum enables our pupils to improve their wellbeing and fitness, self-discipline and sportsmanship whilst demonstrating our school values.

They will have the ability to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking. They will set targets for themselves and compete against others. They will understand what it takes to persevere, succeed and acknowledge others' success. They will take the initiative, lead activities and focus on improving performances. They will have the competence to excel in a broad range of physical activities. They will lead healthy and active lives and make positive life choices. They will have developed positive attitudes to participation in physical activity and have embed values such as fairness and respect.

The impact on our pupils is evident in pupil voice; children talk enthusiastically about their P.E. lessons and can confidently talk about why Physical Education is important. In lessons, pupils gain skills techniques and ideas and apply them accurately and appropriately. They show good control in their movements and can use space and facilities appropriately and safely.

Pupils can compare and comment on skills, techniques and ideas that they and others have used. Pupils can use their observations to improve their work and achieve their personal best.

Pupils develop leadership skills and are good sports ambassadors for Westfield.

History

At Westfield Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways

As a staff, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.

- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- Through our teaching, historical artefacts and visits, we will attempt to excite and intrigue our children to find out more about events and people from the past.
- Following the Collins Scheme -Connected History- we will develop deep subject knowledge and key skills that build upon previous teaching and learning. Staff ensure that all topics and skills are being taught in relevant year groups.
- Progress is monitored and assessed after each topic
- Children will enjoy History lessons and look forward to finding out more.
- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Evidence of work will show a range of topics covered and where possible, cross curriculum links

Geography

Our Geography curriculum is designed to develop children's natural curiosity and fascination about the world and its people. Children investigate a range of places - both in Britain and further afield - to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Berkhamsted so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught following a skills-based scheme of work focusing on the knowledge and skills stated in the National Curriculum. The Collins 'Connected Geography' focuses on the important subject knowledge whilst emphasising the importance of teachers allowing sufficient time and opportunity for pupils to master key subject skills and challenging outcomes through investigating less content at greater depth. All children have access to Forest School learning which is delivered by Chiltern Forest Schools. All staff will use formative and summative assessment to inform planning for next steps. A unique aspect of the Primary Connected scheme is that it is also a valuable professional development tool for teachers. Each enquiry provides the background knowledge and a teaching framework with step-by-step guidance on approaches to learning and teaching to achieve the best subject outcomes

Children enjoy geography lessons and look forward to finding out about our world. Evidence of work will show a range of topics covered, cross-curriculum links and differentiated work. Children will achieve at least age-related expectations at the end of their cohort year. Children will retain knowledge that is pertinent to Geography within real life contexts. Children will understand the geography of their local area. Children will begin to understand their wider world and the implications of human activity. Children will ask pertinent questions and work collaboratively to find answers and explain what they have observed within a real life context. Children will act as good citizens within their community.

DT

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 1

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils will be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts. When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products Design and Technology: Intent, Implementation and Impact
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Our DT Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different components as well as vocabulary progression throughout the school. Our aim is that providing them with an engaging curriculum they will enjoy DT and understand its role in the world.

Assessment is used as a powerful tool to aid the teachers in identifying the next steps in the children's learning. DT is assessed through questioning and observations in the lessons which is then used to inform subsequent lessons. The DT coordinator will also conduct learning walks and pupil voice to ensure the overview of coverage and to ascertain pupils' views of DT.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider

world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Art

At Westfield Primary School, we value Art as a subject, to inspire and develop our children's creative thinking and to develop their cultural, spiritual and moral understanding. We encourage all our children at Westfield to express their thoughts and emotions in a safe and appropriate way. It is embedded in everything we do and Art is a fantastic medium, which can support and empower our children to do this. We teach our children to be reflective of their work and respectful of others. Our growth mindset ethos, 'Making mistakes is how we learn', creates a safe space for our children to explore, experiment and take risks without the fear of getting it wrong which is the basic essence of what art is and can offer to our children. We take inspiration from our class artist, learning more about them and their style, which we then apply to our own work. We plan and teach sequenced art lessons based on skills, using a range of media and give the children opportunities to apply the skills learned in other areas of the curriculum, making the lessons relevant and meaningful. This year we are focusing on developing our painting skills so that over time clear progression can be seen as the children build on their skills each year. We plan to enhance our Art curriculum further by inviting local artists into school to lead workshops and by providing our children with the opportunity to display their artwork in our end of year school gallery. Parents and carers will be invited to our gallery to admire the children's work and see the progression across the year groups. We aim to develop the skills in each media over the next few years to embed our understanding as staff and to fully support our children in developing the key skills needed to ensure progression.

Media	Year of focus
Drawing	2019/2020
Painting	2020/2021
Sculpture	2021/2022
Print & Collage	2022/2023
Textiles	2023/2024

At Westfield Primary School we teach Art through a skills based curriculum. The skills are developed and built upon each year so that progression can be seen clearly across the school. All children are exposed to a range of media each year giving them the opportunity to explore, develop and embed their skills and understanding of that media, from our youngest children in Early Years to our eldest in Year 6. During each lesson progress will be assessed in a range of ways. The children will be aware of the skills they are developing and will be able to look back on what they achieved before. Through, self and peer evaluation the children will discuss what they have done well and what they will need to continue to practise and develop in order to continue to improve their skills in that particular area. The teacher will also make suggestions and refer back to previous modelling to support the children. It is also incredibly important however, that our children feel empowered and open to making mistakes. In Art there is no right or wrong as it is all a matter of interpretation. While drawing, for example, may not be a strong area for one pupil, they may find sculpture easier to grasp. It is this openness and acceptance that will allow our children to take risks in Art. It is when we take risks that our learning can truly flow and all our children can become artists.

At the end of each year the children will have been exposed to a wide variety of different media, giving them the opportunity to use it in a different way or for a different purpose and develop a range of skills. This will build upon their prior knowledge of what they can do when using this media. Our lessons are accessible for all of our pupils and they are proud of what they have achieved. They will be

able to look back at their earliest work in their sketch books and see the progress they have made. As we move up through the school the children will begin to develop their own preferences of media and styles as they will have been exposed to them frequently throughout their time in school. Our approach of being open and accepting of mistakes will not only help to develop our children's creativity within Art but will extend to other areas of their lives. There are many key life skills that will be developed through our attitude and teaching of Art which will support our children as they move on after Westfield, such as respecting others and their work even if we don't like it personally, or carrying on after something goes wrong or when things do not turn out how we planned. This resilience is a key skill which our children will need throughout their lives.

RE

At Westfield Primary School, we believe that it is vital for all our children to learn from and about religion, so that they can understand the world around them. We recognise that our children are not exposed to people of other faiths on a regular basis and therefore we provide opportunities for our children to meet and work with people who may have different beliefs to their own. This reinforces many of our school values, such as understanding and respect, which underpin everything we do at Westfield. Through Religious Education, our children develop their knowledge and understanding of six world faiths; learning about their beliefs, values and traditions. We expose our children to individuals, communities and cultures both in the UK and around the world, which will help to prepare our children for life in multicultural Britain. We encourage our children to ask questions, make comparisons and share their own beliefs while reinforcing our value of respect for others who do not feel the same way. Our Religious Education is enhanced further with trips to places of worship, workshops to celebrate festivals and visitors of different faiths to share their beliefs and experiences with our children. We use discovery RE to help our teachers plan effective lessons for our children. This follows the Herts agreed syllabus.

At Westfield, we teach RE by focusing on two religions each year. Our children learn about Christianity every year alongside one other faith. The children are then able to compare the two, looking at common themes and similarities as well as the differences. It has been agreed that the following religions have been selected for study in the following year groups:

- Religious Festivals from all faiths - Early Years
 - Christianity and Judaism - Year 1
 - Christianity and Islam - Year 2
 - Christianity and Hinduism - Year 3
 - Christianity and Buddhism - Year 4
 - Christianity and Sikhism - Year 5
 - Christianity and Islam - Year 6

We use religious education, alongside our school values, to help our children become open minded and respectful of others while also being reflective, critical thinkers of their own beliefs. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. Our R.E curriculum is skills based which allows our children to build on not only their prior knowledge of different religions but also develop their enquiry skills, enabling them to find out about, talk about and make links between their lives and the lives of others.

Through R.E, our children are developing an understanding of other people's cultures and ways of life. They learn about why some people have chosen to follow a particular religion and why others do not, while respecting other people despite their differences. They are given the knowledge of different religions and have opportunities to think about and discuss their own thoughts in a non-bias environment. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing, multicultural world filled with individuals and communities who are different to each other but ultimately need to learn how to be tolerant and respectful of one another.

French

At Westfield, we aim to develop and support our children's curiosity and understanding of the world around them, at school and beyond. We offer a broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 French, which will be taught by the class teacher. Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4- 5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write in French being taught with and without scaffolds, frames and varying levels of support. Early Language Units and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes. Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase. Teachers will aim to assess each language skill (speaking, listening, reading and writing) three times throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- Engage in the European Day of Languages with a focus on French.
- Work with ambassadors from Ashlyn's School to give children rich opportunities to practice French speaking modelled by older students.

Units increase in level of challenge, stretch, linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. 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. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil and class as well as to feedback on progress to SLT. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress. 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.

Music

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

We encourage all our children at Westfield to express their thoughts and emotions in a safe and appropriate way. It is embedded in everything we do and through music children begin to recognise how music can represent feelings and emotions. At Westfield Primary, we aim to foster children's love of music and their talent as musicians, and so increase their confidence, creativity and sense of achievement.

Through a combination of singing and instrumental lessons children gain an understanding of musical terminology and structure. We are developing children's knowledge of music through listening, performing, evaluating and analysing music from a variety of genres. We encourage children to put themselves in the 'stretch zone' in order to do their best. New musical experiences and musical performances are a brilliant opportunity for our children to stretch themselves and achieve their potential.

At Westfield, we recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill enables pupils to reinforce musical understanding in order to improve the quality of their musicianship. We use the Charanga scheme of work from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Charanga also allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. The use of Charanga also ensures that specialist and non-specialist teachers have sufficient subject knowledge and that there is progression both within each year and from one year to the next, supporting consistent musical development.

In EYFS children sing a mixture of nursery rhymes and other songs on a daily basis. Their music lessons focus on listening games where children explore various instruments and musical concepts such as dynamics and tempo. They have the opportunity to use their instruments to compose and create music and develop their confidence as they perform at various points throughout the school year. The children in KS1 and KS2 at Westfield participate in a weekly singing assembly where key concepts of dynamics, tempo, rhythm and beat are further reinforced. The school also has whole class ensemble teaching in Year 5 where children are taught a specific musical instrument for a school year. The pupils are currently learning the ukulele. These lessons incorporate singing and rhythm games as well as learning to play an instrument. In Year 6 children participate in Young Voices where they are invited to sing at the O2 Arena in London.

In addition to singing assemblies and class lessons children have an opportunity to join the school choir which performs regularly in the local community, participate in Rock Steady and have individual music lessons in recorder, piano or guitar. Assessment is used as a powerful tool to aid the teachers in identifying the next steps in the children's learning. Music is assessed through questioning and observations in the lessons which is then used to inform subsequent lessons. Children's performances give teachers' opportunities to record children's progress over a unit. The music coordinator will also conduct learning walks and pupil voice to ensure the overview of coverage and to ascertain pupils' views of music.

Our music curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components as well as vocabulary progression throughout the school. Our hope is that through providing them with an engaging curriculum they will enjoy music and understand its role in the world. All children will:

- Develop musical language in order to evaluate and analyse music from a variety of genres.
- Learn to sing and play a musical instrument.
- Be able to compose music, recording this in a number of ways including musical notation.
- Be able to perform to an audience either as part of an ensemble or as an individual.
- Have an understanding of the importance of music to them.
- Have the opportunity to participate in 1:1 music lesson and join the school choir.

Computing

At Westfield Primary School and Nursery we aim to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.
-

As such we have designed our curriculum around 4 key areas: computer science, information technology, digital literacy and online safety. The combination of these areas equips our children with the ability to safely and confidently use a computer.

With technology being so significant in society today, Westfield Primary School provide all pupils with the opportunities to understand the importance and be able to use creativity to understand and change the world. This will be conducted not only in computing lessons, but any other subject where it will aid learning and show practical applications.

The National Centre for Computing Education (NCCE) computing scheme is used at Westfield Primary school. Progression is evident through the advancing of skills required to move through the years from year 1 up to year 6. Each year group completing units in the following: computing systems and networks; creating media x 2; programming x 2; data and information.

- Resources include lesson plans, slides, activity sheets, homework and assessments.
- Each key stage has a teacher guide and curriculum map.
- Built around an innovative progression framework where computing content has been organised into interconnected networks - learning graphs.
- Created by subject experts, using the latest pedagogical research and teacher feedback.
- All of the content is free to use, and in formats that make it adaptable to meet the needs of all learners.

Throughout the year there will be mention of internet safety, within the class and also in an annual assembly for Internet Safety Day (February).

A Code Club is run weekly for years 5 and 6 to attend as an after school club.

There is a constant dialogue between teaching staff and the computing subject co-ordinator to ensure that all necessary CPD is carried out, and also that all necessary software and hardware are available to complete the curriculum.

Having worked their way through the computing curriculum at Westfield Primary school, the pupils will be better able to enter the world with sufficient skills and knowledge to use technology effectively and more importantly, safely. We will produce good digital citizens. Each year group use a floor book to showcase the work

PSHE

At Westfield Primary School and Nursery, we believe personal, social, health and economic (PSHE) education makes a crucial contribution to our duty to teach a curriculum that is broadly based, balanced and meets the needs our pupils (pursuant to The Education Act 2002). The purpose of this policy is to outline our practice in relation to PSHE at Westfield, including (but not limited to) how we meet the compulsory aspects of Relationships and Health education in accordance with the DfE guidance 2020 statutory requirements.

The aims of PSHE at our school are to provide a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Westfield School, we teach PHSE as a whole-school approach to underpin our children's development, including supporting them to develop helpful learning habits. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our children's personal, social and emotional development is at the heart of everything we do. Our values are embedded into everyday life and are used to support our children, who we hope will grow into respectful, understanding, resilient, happy members of our society. Not only do our values encompass British values, they are also at the heart of our behaviour policy, which focuses on our children's choices, rights and responsibilities, taking responsibility for their behaviour and making positive choices as active members of our school community.

We use a comprehensive, carefully thought-through scheme of work called The Jigsaw Programme (Jigsaw), which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Jigsaw covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units). These are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Westfield School, we allocate approximately 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and/or HLTAs (under the direction of the class teacher) deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways. Decisions about what we do to reinforce and enhance the lessons and are informed, in part, by our children, who we invite to provide feedback about how they feel in school. Our staff build positive relationships with our children, and their parents, believing this enables us to identify (and work with) children who may require additional support with their PSHE development.

The following are some of the ways in which PSHE is delivered in our school:

- School values (Responsibility; Friendship; Respect; Honesty; Co-operation; Peace; Courage; Understanding; Forgiveness; Appreciation; Determination; Perseverance; Resilience; Caring; Love; Freedom; Hope; Happiness; Thoughtfulness; Trust; Tolerance)
- Celebration assembly
- regular opportunities for PSHE discussions and activities
- Thought of the Day
- Daily mile
- Skip to be fit
- Meditation
- Visiting speakers including health workers, The NSPCC, police and local clergy
- Cool to be kind week
- Feel Good week
- Embedded use of growth mindset across the school
- Mindfulness curriculum (paws.b)
- Use of the sensory garden and inspirational shed
- **5 ways of well being** (**Connect** - connecting with others; **Give**- giving- looking outward as well as inward; **Be active** - doing something active; **Take notice** - taking notice of the world around you; **Keep learning** - learning new things)

We firmly believe that our meaningful PSHE curriculum, alongside our school values and ethos, is the key to children becoming confident, tolerant and well-rounded adults.

All children will:

- approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- build up tolerance and a sense of responsibility of being a global citizen.
- understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
- demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- demonstrate a healthy outlook towards school - attendance will be in-line with national and behaviour will be good.
- become healthy and responsible members of society
- have a ready willingness and ability to try new things, push themselves and persevere
- have a strong self-awareness, interlinked with compassion of others

We will measure this through:

- Written outcomes in books
- Oral explanations, questions and discussions in class.
- Pupils' discussion about their learning.
- Learning walks
- Jigsaw journals