Micklands Primary School Teaching and Learning Policy 2025-2028

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Vision and Ethos

Our Vision:

At Micklands Primary School, our pupils, families, staff and governors share one vision: to be even better tomorrow than we are today.

We believe that an enjoyment of learning and a desire for knowledge and expertise are the foundation of education. Around the school, there are places of interest, challenge, wonder and reflection; all of which create a stimulating environment to inspire and enthuse.

In a culture of support, we celebrate diversity and help children to develop as individuals. Our teachers' consistently high expectations empower everyone to reach their full potential because we truly believe that every child can succeed. All achievements are celebrated to create a sense of pride and self-worth and in turn, we expect everyone to show the same care and consideration that is shown to them.

We want children to leave Micklands as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring.

All of these values are embraced in our school motto:

"Taking Pride, Aiming High"

Our Aims:

We aim to ensure that all children develop to their full potential and that we prepare them for the opportunities and experiences for adult life.

We aim to achieve this by providing high quality teaching and learning in a happy, inclusive community.

We aim to provide an education which places importance on the development of the whole child, academically, intellectually, physically, emotionally and socially.

We aim to provide a safe and happy environment that raises children's self-esteem, and a balanced creative curriculum that develops the whole child.

We aim to have high expectations for behaviour and achievement. We work closely with the parents of children experiencing difficulties.

We aim to have a strong Governing Body who are committed to our vision and support and challenge us to achieve it.

We aim to provide equal opportunities for learning regardless of culture, ethnic origin, race, religion, gender, gender identity, sexual orientation or disability, where each person is valued and is made aware that they have the potential to make a positive contribution to the school.

Our Values:

At Micklands Primary School, our values shape the foundation of our community and guide our daily actions. We are committed to fostering an environment where every child can thrive academically, socially and emotionally. Our core values are built around showing respect in the following areas:

Rights – That everyone has rights, that these are important and should be protected.

Everyone – That everyone should be treated with respect, regardless of their age, ability, home situation, gender (and how they identify), faith, race and/or who they choose to love.

Self – That we should respect ourselves by trying our best, keeping healthy and asking for help when we need it.

Property – That our own and other people's property is important and should be looked after and appreciated.

Environment – That we have an important role in improving the school environment, and that we can make a positive difference in local and global environment issues.

Communication – That the way we speak to people is one of the most important ways that we can show respect.

Thoughtfulness – That our actions can help people and shows that we have respect for them.

Policy Governance

This Teaching and Learning Policy provides a unified framework for curriculum delivery, classroom practice, assessment, and professional development at Micklands Primary School. It ensures coherence across subjects, consistency of approach, and a shared language of learning for staff, children and families.

Monitoring the Policy

The implementation of this policy is monitored by the Senior Leadership Team (SLT) and subject leaders through:

- Learning walks and lesson visits
- Book looks and work sampling
- Planning reviews
- Assessment and data analysis
- Pupil voice and staff feedback

Subject leaders are responsible for ensuring that their subject is delivered in accordance with this policy and that adaptations reflect the specific pedagogy of their subject area.

SLT provides strategic oversight and ensures that teaching and learning across the school align with the vision, curriculum intent, and development priorities.

Review Cycle

This policy is reviewed annually in consultation with:

- Senior leaders
- Teaching and support staff
- Governors
- Subject leaders

Revisions are based on:

- Outcomes from monitoring and evaluation
- National guidance and curriculum updates
- Stakeholder feedback
- Emerging research and evidence

The most recent review incorporated updates to:

- Subject-specific sections and progression documents
- Climate change and sustainability education
- Oracy, inclusion and equity strategies
- Technology and AI integration

Any significant amendments are shared with staff through CPD and planning support.

Linked Policies and Documents

This policy is supported by and linked to a range of other school policies and frameworks, including:

- Behaviour Policy and Behaviour Curriculum
- Marking and Feedback Policy
- SEND Policy and Inclusion Guidance
- Subject Leader Action Plans
- School Development Plan (SDP)
- Curriculum Maps and Knowledge Organisers
- Equalities Policy

- Safeguarding and Online Safety Policy
- Staff Code of Conduct

All staff are expected to be familiar with this policy and use it as the foundation for their professional practice.

Policy Ownership and Responsibility

- **Headteacher and SLT** are responsible for setting and upholding this policy at whole-school level.
- **Subject Leaders** ensure their subjects are delivered in line with this policy and that staff are supported.
- **Teachers and TAs** are expected to implement the policy consistently in their classrooms and reflect on its principles in their planning and practice.
- **Governors** are responsible for holding school leaders to account for the quality of education, including the implementation of this policy.

Curriculum Intent and Design

The Micklands curriculum is built on the National Curriculum for England and shaped by the needs of our children and community. It is knowledge-rich, skill-driven and coherently sequenced to ensure that learning builds progressively over time.

Our curriculum is designed to:

- Promote curiosity, critical thinking and independence
- Develop secure foundational knowledge across all subjects
- Enable children to make meaningful connections across the curriculum
- Encourage personal reflection, creativity and self-expression
- Prepare children to make positive contributions to their community and the wider world

Each subject is structured to ensure clarity of progression, with learning objectives mapped out from EYFS to Year 6. Long-term plans and knowledge organisers ensure that children revisit and deepen key concepts over time, building a secure and connected body of knowledge.

Climate change education and oracy are central to our curriculum intent:

- Each unit of work includes an opportunity to explore issues related to sustainability, environmental awareness or human impact on the planet.
- Oracy is embedded through structured talk, discussion, presentation, debate and performance in every subject area.

We believe that a rich curriculum goes beyond academic subjects. Outdoor learning, cultural capital, personal development, and the promotion of wellbeing are all part of our intent to educate the whole child.

Approach to Teaching and Learning

At Micklands, we believe that great teaching is the single most important factor in securing excellent outcomes for all children. Our approach to teaching is underpinned by evidence-based strategies, consistent school-wide practices, and a shared commitment to continual improvement.

Principles of Effective Teaching

We define high-quality teaching at Micklands as:

- Rooted in secure subject knowledge
- Clearly focused on well-sequenced learning objectives

- Adaptive to the needs of all learners
- Rich in opportunities for discussion, reflection and challenge
- Grounded in formative assessment to move learning forward

Our teaching is guided by five core principles:

1. **Clear Purpose**
   Every lesson begins with a clear learning objective and success criteria, shared with children both visually and orally. These are referred to throughout the lesson to ensure focus and clarity.
2. **Engagement for All**
   We use inclusive participation strategies to ensure that every child is actively involved in learning. We do not rely on 'hands up' but instead use cold calling, response partners, mini whiteboards and 'no opt-out' techniques to gather responses from all children.
3. **Modelling and Scaffolding**
   Teachers model processes and strategies explicitly, using 'I do – we do – you do' structures where appropriate. Scaffolding is used to support all children to access high expectations and is gradually withdrawn as independence increases.
4. **Responsive Teaching**
   Teachers check understanding constantly through questioning, observation, short tasks, and mini plenaries. They use this information to adapt teaching in the moment, address misconceptions, and adjust future planning.
5. **Reflection and Metacognition**
   Children are encouraged to reflect on their learning, evaluate their work, and explain their thinking. Teachers support metacognition by modelling thought processes and using prompts such as "What strategy did you choose and why?"

Consistency Across the School

To support consistency and clarity, the following strategies are used in every classroom:

- Learning objectives and success criteria are displayed and stuck into books
- Lessons begin with retrieval practice or prior knowledge checks
- Live modelling is used to demonstrate expectations
- Children are supported to use and understand subject-specific vocabulary
- All classrooms use resources and scaffolds to support current learning
- Feedback is given during the lesson, and children are expected to respond to it

Our school-wide expectations reflect our belief that teaching is a craft that improves through deliberate practice, feedback and reflection. Every teacher is supported through CPD focused on teaching and learning.

Environments for Learning

Classroom environments at Micklands are calm, purposeful and rich in learning support. We aim to create spaces that are:

- Welcoming, inclusive and emotionally safe
- Organised and resourced to promote independence
- Stimulating but uncluttered, with displays that support learning
- Equipped with age-appropriate tools for retrieval and reference

Outdoor learning spaces are also used across the curriculum to support enquiry, observation, and real-world application. The school grounds and LEAF programme are integrated into planning.

Assessment and Feedback

Assessment at Micklands is used to inform teaching, celebrate progress, and ensure all children are supported to meet their potential. We view assessment as a tool for learning, not just a measure of attainment.
Our assessment strategy combines day-to-day formative techniques with periodic summative checks to give a well-rounded picture of each child's achievement and needs.

Formative Assessment – Assessment for Learning

Formative assessment is embedded in all lessons and forms the foundation of our responsive teaching approach. Teachers assess understanding through:

- Targeted questioning and cold calling
- Mini whiteboard responses
- Retrieval tasks and low-stakes quizzes
- Observation of talk, collaboration, and practical tasks
- Review of children's work during the lesson

Teachers use this information to adapt teaching in real time, provide immediate support, and inform planning. Misconceptions are addressed swiftly, and teaching is re-sequenced where necessary to ensure learning is secure. Children are encouraged to assess their own work against success criteria and reflect on their learning. This builds metacognition, resilience and ownership of progress.

Feedback

Feedback is guided by our Marking and Feedback guidance and focuses on being:

- **Timely** – given as close to the point of learning as possible
- **Specific** – focused on the learning objective and success criteria
- **Actionable** – enabling children to improve their work
-

We use a range of feedback strategies, including:

- Verbal feedback during lessons
- Live marking
- Whole-class feedback with modelled examples
- Highlighting key successes and next steps in books

Children are routinely given time to respond to feedback by editing, redrafting or adding to their work. Symbols and codes are used consistently across the school to reduce workload and increase clarity.

Summative Assessment

Summative assessment is used termly in reading, writing, maths and science, and periodically in other subjects. It includes:

- NTS standardised tests (reading and maths)
- Independent extended writing tasks
- End-of-unit quizzes or projects in science and foundation subjects
- Early Learning Goals, phonics screening, multiplication check and Year 6 statutory assessments
-

Summative data is used to:

- Track progress and attainment
- Identify children needing additional support or greater challenge
- Inform pupil progress meetings and provision mapping
- Evaluate the effectiveness of teaching and the curriculum

EYFS Assessment

In the Early Years Foundation Stage, assessment is based on observation of children's learning and play, recorded in learning journeys. Practitioners assess progress towards the Early Learning Goals through regular, informed professional judgement.

Baseline assessments are carried out in Reception, and progress is monitored throughout the year. The EYFS Profile is completed at the end of Reception and shared with parents and Year 1 teachers.

Using Assessment to Drive Learning

At Micklands, assessment is not a standalone process. It is part of a continuous cycle of:

- Teaching
- Observing
- Assessing
- Responding
- Planning

This ensures that all children are supported, challenged and celebrated at each stage of their learning journey.

Inclusion and SEND

At Micklands Primary School, we are committed to providing an inclusive education that enables all children to achieve their full potential. We recognise that some children may need additional support at different points in their education and we are proactive in identifying and removing barriers to learning.

We uphold the principle that high-quality teaching for all is the most effective way to support children with SEND, and we ensure that teaching is responsive, adaptive and ambitious for every child.

Inclusive Practice Across the School

Inclusive practice is embedded throughout our teaching and learning. All classrooms reflect an ethos of inclusion through:

- High expectations for all children
- Differentiated and scaffolded tasks
- Use of pre-teaching and overlearning strategies
- Access to a range of visual, auditory and tactile resources
- Positive relationships that build confidence and security
- Quiet breakout areas for children who need sensory regulation or calm reflection

Teachers use ongoing assessment to identify when a child may need additional support or a different approach. Adaptations are made in a responsive, non-stigmatising way so that all children feel included, valued and successful.

Graduated Response

Micklands follows a graduated response model as outlined in the SEND Code of Practice. Where concerns are identified, teachers adapt provision within the classroom and monitor progress closely.

If further support is needed, the SENDCo works with staff, parents and children to put in place targeted interventions or assessments. These may include:

- Additional adult support
- Small group or 1:1 interventions
- Modified resources or timetables
- External advice from educational psychologists, speech and language therapists or specialist teachers

Children requiring long-term, significant support are placed on the SEND Register and may have a One Page Profile or an Education, Health and Care Plan (EHCP). These are reviewed regularly with parents, children and professionals to ensure provision remains effective.

The Role of the SENDCo

The SENDCo leads on SEND provision across the school and works in close partnership with staff, parents and external agencies. Responsibilities include:

- Supporting teachers with adaptive teaching strategies
- Coordinating interventions and tracking their impact
- Overseeing One Page Profiles and statutory assessments
- Monitoring the progress of children with SEND
- Delivering CPD on inclusive practice

The SENDCo is a key member of the school's leadership team and ensures that inclusion remains central to school improvement and curriculum design.

Working with Families

We recognise that parents are experts on their children. We build strong partnerships with families through:

- Early identification and open communication
- Termly review meetings and collaborative target setting
- Providing advice and signposting to services
- Involving parents in shaping support and next steps

Our approach is rooted in empathy, trust and shared responsibility.

Inclusion Beyond SEND

Our inclusive approach extends beyond children with diagnosed SEND. We also support:

- Children with English as an Additional Language (EAL)
- Children with social, emotional or mental health needs
- Children with medical needs
- Children with temporary barriers to learning (e.g. bereavement, trauma, mobility issues)

We aim to create a school where every child feels safe, included and able to thrive.

Pupil Premium and Disadvantaged Learners

At Micklands Primary School, we are committed to ensuring that all children, regardless of background or barrier, achieve their full potential. We recognise that children eligible for Pupil Premium funding may face a range of challenges, and we are dedicated to providing targeted, evidence-informed support that closes attainment and opportunity gaps.

Intent

Our Pupil Premium strategy is rooted in the belief that:

- All children have the right to high-quality teaching and a rich curriculum
- Disadvantage is not a barrier to success
- Early intervention and consistent support are key to long-term outcomes
- Every member of staff is responsible for disadvantaged children's progress

Our approach supports both academic and wider needs, including social, emotional and cultural development.

Funding Allocation and Planning

Pupil Premium funding is allocated annually by the DfE for children who:

- Are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6)
- Are Looked After Children (LAC) or previously LAC
- Have parents serving in the armed forces

We produce a **three-year Pupil Premium Strategy Plan**, reviewed annually and published on our website. This outlines:

- The main barriers faced by disadvantaged children in our school
- Our chosen strategies and their rationale (using the EEF's tiered model)
- Intended outcomes and measures of success
- How funding is allocated and monitored

Tiered Approach to Spending

We use a tiered model for planning and implementation, based on EEF guidance:

1. **High-Quality Teaching**
    - Prioritising professional development in core teaching strategies
    - Curriculum development with clear progression and inclusive practice
    - Robust assessment systems to identify and respond to gaps in understanding
2. **Targeted Academic Support**
    - Structured interventions in reading, writing and maths, delivered by trained staff
    - Tuition through National Tutoring Programme or internal 1:1 and small-group sessions
    - Pre-teaching and retrieval practice to build confidence and fluency
3. **Wider Strategies**
    - Pastoral support, including access to ELSA, Play Therapy or mentoring
    - Funding for trips, music lessons, uniform and clubs to support full participation
    - Attendance support, family liaison and wraparound care subsidies where needed

All interventions are tracked for impact using baseline and outcome measures.

Teaching and Learning Practices

High-quality teaching is the most effective lever for improvement. At Micklands, teachers:

- Know which children are eligible for Pupil Premium and their individual needs
- Use adaptive teaching to ensure access to age-related content
- Ensure disadvantaged children are fully included in classroom questioning, modelling and feedback
- Prioritise clear instruction, vocabulary teaching and high expectations

Support staff receive regular training and are deployed purposefully to deliver or enhance interventions.

Disadvantaged children are included in discussions about curriculum design, resourcing and enrichment, ensuring equity of experience.

Monitoring and Evaluation

The progress of children eligible for the Pupil Premium is monitored rigorously. This includes:

- Termly pupil progress meetings focused on attainment and barriers
- Review of attendance, behaviour and engagement data
- Evaluation of intervention effectiveness using assessment tools
- Regular feedback from children and families

Leaders report to governors termly, and the strategy is updated each autumn. Impact is published in our statutory Pupil Premium Report.

Governance and Accountability

The named Pupil Premium Governor meets termly with the headteacher or senior leader to:

- Review implementation of the strategy
- Discuss progress and impact
- Provide challenge and support in line with school improvement priorities

Governors ensure the Pupil Premium remains a central focus in decision-making and resource allocation.

Culture and Ethos

We believe that raising outcomes for disadvantaged children is the responsibility of the whole school. We foster:

- A culture of high expectations for all
- Positive relationships and strong communication with families
- Inclusive classroom practice where no child is left behind
- Opportunities for aspiration, leadership and success

Children eligible for Pupil Premium are never labelled or singled out. Instead, we track and support them carefully, with dignity and ambition.

EAL Provision

At Micklands Primary School, we are proud to serve a diverse community where many children speak more than one language. We welcome and celebrate the rich cultural and linguistic backgrounds of all children, and we are committed to ensuring that those learning English as an additional language achieve success across the curriculum.

We recognise that bilingualism is a strength and that children learning EAL may require targeted support to fully access the curriculum and demonstrate their knowledge.

Aims

Our EAL provision aims to:

- Support children at all stages of English acquisition, from new to fluent
- Ensure access to high-quality teaching and the full national curriculum
- Promote confidence, inclusion and a sense of belonging
- Recognise and value home languages and cultural identity
- Close attainment gaps through early intervention and sustained support

Identification and Induction

New arrivals with EAL are identified on entry through:

- Admission forms and parent/carer conversations
- An initial assessment of first language(s) spoken, prior education and English proficiency
- Teacher observation of spoken and written language across the curriculum

A gentle and welcoming induction process is offered, including:

- A buddy system to support transition into class routines
- Visual timetables, translated materials and bilingual support where possible
- Parent information to support home–school links

Teaching and Learning Strategies

High-quality inclusive teaching is the foundation of our EAL support. Teachers:

- Plan explicitly for language development in all subjects
- Provide visual aids, real objects, gestures and models to support understanding

- Scaffold spoken and written responses using sentence stems, vocabulary banks and talk partners
- Pre-teach and reinforce subject-specific vocabulary
- Allow thinking and response time, and encourage the use of home language to support understanding
- Use consistent routines and language structures across the school

Groupings are carefully considered to ensure access to good models of spoken English and peer support.

Additional Support and Interventions

Children at earlier stages of English acquisition may receive additional support including:

- Small group or 1:1 sessions focused on speaking and listening
- Pre-teaching of key vocabulary or concepts
- Use of visuals, bilingual dictionaries or translation tools
- Support with early reading and phonics (especially where English print is unfamiliar)

Support is closely aligned to class content to reinforce learning and aid integration.
Children are never withdrawn for extended periods and are included in the full curriculum as far as possible.

Assessment and Progress Monitoring

EAL learners are assessed against national curriculum expectations for their year group. English acquisition is tracked using:

- Formative assessment in reading, writing, speaking and listening
- Observations of language use across the curriculum
- Feedback from children, families and support staff

Progress is reviewed termly as part of pupil progress meetings.
EAL status is not a barrier to identifying children for SEND or Greater Depth. We assess the child's needs in both their first and additional language(s), and consult with families to determine appropriate support.

Inclusion and Belonging

We are committed to ensuring all children feel a sense of identity and pride. We promote:

- Celebration of home languages and cultures through displays, storybooks, assemblies and special events
- Dual-language texts and multilingual signage where appropriate
- A welcoming, culturally responsive classroom environment
- Opportunities for children to share their heritage and experiences

We actively avoid deficit language or assumptions about children with EAL. Teachers focus on what children know and can do, not just their ability to express it in English.

Family Engagement

We value the vital role that families play in supporting children's learning. We:

- Provide translated information where possible or use interpreters for meetings
- Share resources and strategies to support English learning at home
- Build relationships through cultural events, celebrations and regular communication
- Encourage families to maintain and celebrate home languages alongside English

New families are warmly welcomed and supported to understand the school's systems, curriculum and routines.

Behaviour and Attitudes

At Micklands Primary School, we believe that a safe, respectful and supportive environment is essential for effective learning and personal development. Our approach to behaviour is proactive, consistent and rooted in the belief that behaviour is a form of communication and can be taught just like any other aspect of the curriculum.

We promote high standards of behaviour through clear expectations, positive relationships, and consistent routines across the school.

Behaviour Curriculum

We teach behaviour explicitly through a structured **Behaviour Curriculum** that outlines what good behaviour looks like in all areas of school life, including:

- Entering and exiting the classroom
- Participating in lessons
- Transitioning between spaces
- Using shared areas respectfully
- Resolving conflicts

This curriculum is taught, revisited, and modelled regularly, just like any other subject. Visual prompts, stories, role-play and assemblies reinforce key expectations.

Our behaviour principles are based around our Respect Rainbow.

These values are embedded through daily practice and explicitly taught using real-life examples.

Whole School Consistency

All staff are trained in and uphold our shared behaviour approach, which includes:

- Using calm, clear language and positive reinforcement
- Giving consistent reminders and cues
- Applying consequences fairly and proportionately
- Using reflection to help children understand and improve their behaviour
- Maintaining strong adult-child relationships built on trust and empathy

Classroom routines are clearly established at the start of the year and rehearsed regularly. Visual timetables, now/next prompts, and consistent language help children to feel secure and understand what is expected.

Recognition and Celebration

Positive behaviour is recognised and celebrated in a variety of ways:

- Verbal praise and encouragement
- House points
- Class rewards and golden time
- Celebration assemblies and certificates

We believe that recognition motivates children and builds a culture of mutual respect and belonging.

Restorative Approaches

When behaviour falls below expectations, we use restorative approaches to repair harm and rebuild relationships. Children are supported to:

- Reflect on their behaviour and its impact
- Understand how to make amends
- Rehearse better choices for next time

Reflection is always conducted in a supportive, respectful and non-shaming way. For children who need additional support, behaviour plans or regulation tools are put in place in collaboration with families and the SENDCo.

Bullying and Peer Conflict

We take all forms of bullying seriously and act swiftly to investigate and resolve concerns. Children are taught about different types of bullying (including online and discriminatory behaviour) and how to report it.

Our PSHE curriculum, assemblies and whole-school campaigns promote kindness, empathy and anti-bullying values. Incidents are recorded, monitored and followed up with parents.

Parental Involvement

We work in partnership with parents to support behaviour and wellbeing. We communicate clearly about expectations, routines, and any concerns, and welcome parents into conversations about how best to support their child. Our shared goal is to help every child feel safe, respected and successful in school.

Early Years Foundation Stage

At Micklands Primary School, we believe that the Early Years Foundation Stage provides the essential foundation for lifelong learning. We are committed to giving every child the best possible start by creating a nurturing, stimulating and inclusive environment in which they can thrive.

Our EYFS curriculum is carefully designed to reflect the unique needs and interests of our children, while ensuring full coverage of the statutory Early Learning Goals.

A Balance of Play and Direct Teaching

Children in EYFS learn through a carefully planned balance of child-initiated play, adult-guided activities and direct teaching. We believe that both play and instruction have an essential role in developing secure foundations in language, literacy, mathematics, personal development and curiosity.

Daily routines include:

- **Phonics lessons** using Read Write Inc.
- **Maths activities** using the White Rose Maths EYFS scheme
- **Story time and discussion** to build vocabulary and comprehension
- **Targeted small group work** focusing on language, fine motor skills and concept development
- **Extended periods of child-led play**, supported by skilled adult interactions

All activities are planned to develop the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.

Environment and Continuous Provision

Our EYFS classroom and outdoor area are rich, purposeful and well-organised. They are designed to:

- Promote independence and problem solving
- Support communication and collaboration
- Offer access to all areas of learning, including reading, writing, number, construction, art, role-play and investigation
- Reflect children's interests, culture and home lives

Adults engage with children during play, modelling language, extending thinking and capturing next steps. Continuous provision is adapted regularly based on observation and assessment.

Outdoor learning is a vital part of our EYFS approach. Children have access to a secure and exciting outdoor space that supports gross motor development, sensory play, creativity and exploration.

Personal, Social and Emotional Development

We place a strong emphasis on wellbeing, relationships and emotional literacy. Children are taught to:

- Recognise and name emotions
- Develop friendships and share fairly
- Solve problems and manage conflict
- Take turns, listen to others and ask for help

Circle times, stories, modelling and the Jigsaw PSHE scheme support children to build confidence, self-regulation and empathy.

Assessment in EYFS

We use a range of formative and observational assessment tools to track children's development across the seven areas of learning. These include:

- Regular observation notes
- Annotated work samples
- Photos and learning journey entries
- Structured assessments for phonics and number

The Reception Baseline is completed within the first six weeks of starting school. Progress is tracked across the year and shared with parents regularly. The EYFS Profile is completed at the end of the year and passed on to Year 1 to support transition.

Inclusion and Early Intervention

All children are valued and supported from the moment they arrive. Children with additional needs are identified early and supported through:

- Adapted routines and adult support
- Speech and language intervention
- Fine motor and early literacy interventions
- Emotional regulation tools and routines

We work closely with families to build trust, share strategies and ensure a smooth start to school.

Outdoor Learning

At Micklands Primary School, outdoor learning is a valued and integral part of our curriculum. We believe that taking learning outside the classroom offers powerful opportunities for physical, emotional, social and academic development. Through our bespoke LEAF programme, every child experiences high-quality outdoor learning over the course of the school year. These sessions are carefully planned to support curriculum objectives, build real-world understanding, and foster a deep connection with nature.

Aims of Outdoor Learning

Our outdoor learning aims to:

- Develop resilience, independence and teamwork
- Promote curiosity, problem solving and creativity
- Foster environmental awareness and responsibility
- Enhance wellbeing through movement, freedom and connection to nature
- Reinforce and deepen classroom learning through practical application

Structure of the LEAF Programme

A timetabled weekly outdoor session is planned for all classes during the year, delivered by trained outdoor learning leaders in collaboration with class teachers. Sessions take place in our dedicated outdoor space and include a range of activities, such as:

- Den building and natural shelter construction
- Nature observation and environmental recording
- Team challenges and orienteering
- Fire lighting and outdoor cooking (under supervision)

- Planting, gardening and habitat creation
- Storytelling, reflection and mindfulness in nature

All activities are carefully risk assessed, inclusive, and adapted to the needs of the group. Children learn to use tools, take managed risks and develop practical life skills.

Links to the Curriculum

Outdoor learning enhances curriculum understanding by:

- Bringing science to life through direct observation of living things, habitats, weather and seasonal change
- Supporting geography fieldwork skills such as map reading, direction and data collection
- Reinforcing mathematical concepts like measurement, estimation and shape
- Inspiring descriptive and narrative writing through immersive experiences
- Enabling expressive art through natural materials and landscape

Climate Change and Sustainability

Outdoor learning plays a key role in our climate change education strategy. Through our curriculum, children:

- Learn about local and global ecosystems
- Explore biodiversity and food chains
- Investigate human impact on the environment
- Take part in conservation activities, such as litter picking and bug hotel creation

We aim to instil a sense of stewardship and responsibility, helping children see themselves as capable of making a positive impact on their world.

Behaviour, Wellbeing and Inclusion

Outdoor learning benefits all children, especially those who may find classroom settings more challenging. It provides opportunities for:

- Movement and sensory regulation
- Hands-on learning experiences
- Success in a different context
- Development of social and emotional skills

Clear expectations and routines are established in the outdoor setting, and behaviour is managed consistently with our whole-school behaviour approach.

Monitoring and Evaluation

At Micklands Primary School, we believe that continuous reflection and evaluation are essential for maintaining high standards of teaching, learning and curriculum delivery. We are committed to ensuring consistency, identifying strengths, and providing timely support and professional development for staff.

Monitoring and evaluation processes are designed to be collaborative, supportive and focused on improving outcomes for children.

Purpose of Monitoring

Monitoring enables us to:

- Ensure fidelity to the school's curriculum intent and progression
- Evaluate the quality of teaching and learning across subjects and phases
- Identify successful practice to share and replicate
- Highlight areas for development and tailor support
- Inform CPD priorities and school improvement planning

- Ensure all children, including disadvantaged and SEND learners, are making strong progress

Key Monitoring Activities

Monitoring takes place throughout the academic year and includes the following activities:

Learning Walks

Senior leaders and subject leaders carry out regular learning walks to:

- Observe classroom environments and routines
- Review behaviour and engagement
- Assess consistency in teaching strategies
- Identify positive examples of practice

Feedback is immediate, constructive and developmental.

Book Looks

Subject leaders and SLT review samples of children's work across classes to:

- Assess curriculum coverage and progression
- Evaluate feedback and presentation
- Check challenge, differentiation and use of vocabulary
- Look for evidence of retrieval, reflection and response to teaching

Moderation takes place regularly to ensure shared standards.

Planning Reviews

Teachers submit medium- and short-term planning for review. Subject leaders check for:

- Clarity of objectives and outcomes
- Sequencing and progression
- Inclusion and support for all learners
- Opportunities for oracy, outdoor learning and climate education

Planning feedback is used to support team meetings and CPD.

Pupil Voice

We regularly gather feedback from children through:

- Small group interviews
- Learning walks with children
- Surveys and reflection activities

We ask children about their enjoyment, understanding, progress and perceived challenge. Their views help us to adjust provision and celebrate impact.

Data Analysis

Termly data collection in reading, writing and maths is analysed by SLT and discussed in pupil progress meetings. We track:

- Attainment against age-related expectations
- Progress from starting points
- Gaps between groups (e.g. PP, SEND, EAL)
- Impact of interventions and targeted support

Wider subject monitoring includes quizzes, assessments and project work.

Roles and Responsibilities

- **Class Teachers** are responsible for reflecting on their own practice, acting on feedback, and adapting teaching based on assessment and monitoring insights.
- **Subject Leaders** lead monitoring within their subject, supported by SLT. They report on strengths and next steps through subject action plans and termly updates.
- **The Senior Leadership Team** oversees the overall quality of education, triangulating evidence to identify school-wide trends and priorities.
- **Governors** receive updates on monitoring outcomes through termly reports and curriculum reviews.

Using Monitoring to Drive Improvement

Monitoring findings are never used punitively. They are shared openly to foster a culture of professional learning. Outcomes feed directly into:

- CPD programmes
- Resource allocation
- Policy and curriculum development
- School Development Plan (SDP) priorities

Our goal is continuous improvement — led by evidence, built on trust, and focused on children.

CPD and Professional Development

At Micklands Primary School, we are committed to building a culture of continuous professional learning. We believe that high-quality CPD is essential to school improvement and to ensuring that every child receives the best possible education.

We invest in developing our staff because we know that expert, confident teachers are the foundation of excellent teaching and learning.

Principles of CPD at Micklands

Our CPD programme is built around the following principles:

1. **Aligned with School Priorities**
   CPD is closely linked to our School Development Plan and informed by monitoring, assessment and pupil outcomes.
2. **Evidence-Informed**
   Training draws on educational research, national guidance (including the EEF and DfE) and best practice across the sector.
3. **Practical and Reflective**
   CPD includes time for application in the classroom and opportunities to reflect on impact.
4. **Collaborative**
   We value shared learning and foster a strong professional learning community. Staff observe, coach and support each other regularly.
5. **Differentiated**
   Professional development is tailored to career stage, subject leadership, areas of expertise and need.

CPD Structure

We provide a balanced CPD programme across the school year, including:

- **Weekly staff meetings** focused on teaching and learning
- **INSET days** with input from leaders, external experts and visiting speakers
- **Subject leader CPD** to develop leadership, curriculum knowledge and monitoring skills
- **Mentoring and coaching** for ECTs and new staff, aligned with the Early Career Framework

- **Peer observations** and learning walks with reflection tasks
- **Individual CPD pathways** including NPQ programmes, accredited courses and external training

We encourage staff to take ownership of their development and engage in wider reading, professional networks and action research.

Induction and Support for New Staff

All new staff receive a structured induction, including:

- Overview of curriculum and school expectations
- Behaviour policy and safeguarding procedures
- Subject and year group planning guidance
- Access to mentor support and resource banks

ECTs follow the two-year Early Career Framework, with reduced timetables, regular mentor meetings and attendance at ECF training events.

Developing Subject Leadership

Subject leaders play a vital role in curriculum design and monitoring. We support subject leaders through:

- Release time for monitoring, planning and CPD
- Coaching sessions with SLT
- Opportunities to visit other schools and observe practice
- Training on data analysis, deep dives and evidence gathering
- Peer collaboration across phases and subjects

Subject leaders are expected to stay up to date with developments in their subject and share best practice with colleagues.

Evaluating Impact

We evaluate CPD through:

- Staff feedback and self-evaluation
- Monitoring of classroom practice and outcomes
- Pupil voice and engagement
- Subject leader reporting and review
- Staff retention, morale and confidence

CPD is a dynamic process. We adapt our programme regularly to respond to new priorities, policy changes and staff needs.

Technology and AI in Education

At Micklands Primary School, we embrace the use of technology as a powerful tool for teaching, learning, accessibility and preparing children for the future. We aim to use digital technology thoughtfully and responsibly to enhance—not replace—effective pedagogy.

Technology is embedded across the curriculum to support creativity, collaboration, efficiency and personalisation.

Principles for Technology Use

We are guided by the following principles when using technology in school:

1. **Purposeful** – Technology is used when it enhances learning, not for its own sake
2. **Accessible** – All children have regular access to digital tools, and we work to reduce the digital divide
3. **Safe** – All technology use is underpinned by robust online safety teaching and safeguarding protocols
4. **Inclusive** – Assistive technologies are used to support children with SEND, EAL or additional needs

5. **Future-Facing** – Children are taught the skills to navigate an increasingly digital world, including AI literacy

Digital Tools in the Classroom

Children use a variety of digital devices including:

- Laptops for research, writing, publishing and coding
- Interactive whiteboards to model, annotate and share learning
- Platforms such as MS Teams to collaborate and store work

Technology is used across subjects:

- In English for publishing writing and creating multimedia texts
- In Maths for fluency practice and digital reasoning tools
- In Science for recording experiments, capturing data and simulations
- In Computing for coding, debugging and data analysis
- In Art and DT for digital design and evaluation

Teachers are supported with training to use these tools effectively, and devices are maintained centrally for reliability and safety.

AI in Education

We are beginning to explore the potential of Artificial Intelligence (AI) to:

- Support adaptive learning and personalised practice
- Reduce workload through intelligent planning and marking tools
- Provide enrichment opportunities such as chat-based enquiry or AI-generated imagery
- Develop children's understanding of how AI systems work and their real-world implications

All AI use is underpinned by our safeguarding and data protection policies. Children are taught to think critically about digital content and understand the ethical considerations of AI.

Online Safety

Online safety is a non-negotiable aspect of our technology provision. It is taught explicitly in every year group through our Computing and PSHE curriculum and revisited in assemblies, class discussions and national events such as Safer Internet Day.

Children are taught:

- How to stay safe online and protect personal information
- How to recognise misinformation, inappropriate content and online risks
- How to report concerns and seek help
- How to communicate respectfully and responsibly in digital spaces

Parents are involved through newsletters, workshops and online safety updates.

Remote Learning and Home Use

In the event of school closures or home-based learning needs, we provide:

- Access to digital platforms such as MS Teams
- Recorded lessons and tasks with clear guidance
- Ongoing communication between home and school
- Loan of devices to families who need them

We continue to develop our infrastructure and digital strategy to ensure readiness for the future.

Phonics

At Micklands Primary School, we view phonics as the essential foundation for children's success in reading, writing and spelling. We are committed to providing a high-quality, systematic phonics programme that enables all children to become confident, fluent readers by the end of Key Stage 1.

We follow the **Read Write Inc. (RWI)** phonics scheme, with fidelity and consistency across Reception and Key Stage 1, supported by rigorous training, regular assessment and targeted intervention.

Curriculum and Progression

Phonics is taught daily in EYFS and KS1 using the RWI programme. Children are grouped by attainment to ensure focused, targeted teaching. Sessions follow a consistent structure that includes:

- Revisiting and reviewing previously taught sounds
- Teaching new sounds and associated graphemes
- Oral blending and segmentation
- Reading and writing words and sentences with the new sound
- Practising reading in matched decodable texts

The programme begins in the first full week of Reception and continues until children can read with sufficient fluency and accuracy to move on to whole-class reading.

Children are assessed every half term and regrouped accordingly. This ensures pace, challenge and early identification of children needing additional support.

Phonics continues into Year 2 for children who need more time to secure decoding skills. Children who do not meet the expected standard in the **Phonics Screening Check** in Year 1 receive targeted support and retake the check in Year 2.

Assessment and Monitoring

Children are assessed using RWI assessment materials every six weeks by the Phonics Lead. These assessments:

- Track children's progress through the programme
- Identify gaps in learning and adjust groupings
- Inform decisions about intervention and additional support

We use internal data to predict and monitor outcomes in the Year 1 Phonics Screening Check and take swift action where concerns arise.

The Phonics Lead and SLT regularly observe phonics teaching and provide coaching to ensure consistent delivery.

Resources and Environment

Each classroom has a phonics display with current sounds and vocabulary. Children use:

- Sound mats and grapheme charts
- Green and red word cards
- Magnetic boards and letters
- Decodable RWI books matched to their phonics level

Every phonics group reads daily using a RWI Storybook aligned to the taught sound set. These books are taken home and changed regularly to ensure practice and reinforcement.

Home learning materials, including sound cards and videos, are provided to parents to support phonics at home.

Intervention and Support

Children who are not making expected progress receive:

- Extra practice groups for specific sounds
- Daily additional blending practice
- Pre-teaching and overlearning sessions

These interventions are monitored for impact and reviewed at least every six weeks.
For children in KS2 who have not secured phonics skills, we use **Fresh Start**, the RWI intervention programme for older readers. This provides a structured, age-appropriate approach to phonics and fluency.
Children with SEND and EAL are supported with tailored scaffolding, vocabulary work, and visual resources.

Staff Training and Consistency

All staff delivering phonics are trained in RWI delivery and receive regular CPD. New staff are supported through coaching, modelling and access to Ruth Miskin online training videos.
We ensure consistency through:

- Meetings for phonics staff
- Regular drop-ins and coaching from the Phonics Lead
- Shared tracking and monitoring systems

Phonics and the Wider Curriculum

Phonics supports early writing development and is closely linked to handwriting, spelling and vocabulary. Children apply their phonics knowledge in writing activities across the curriculum.
Teachers make explicit links between phonics and reading books, topic vocabulary and writing targets.

Reading

At Micklands Primary School, reading is central to our curriculum. Our aim is to develop fluent, curious and critical readers who engage deeply with texts and read for both pleasure and purpose. We use **Literacy Tree's Literary Leaves** as the foundation for our whole-class reading teaching.

Curriculum Design and Progression

Our reading curriculum is structured around high-quality literature and aligned with National Curriculum objectives. Literacy Tree provides sequenced **Literary Leaves** texts, comprising fiction, non-fiction and poetry, structured by literary themes to support progression and engagement. These are deliberately linked to units in the **Writing Roots** programme to reinforce comprehension and writing connections.
Progress is mapped from EYFS through to Year 6, ensuring children develop:

- Accurate decoding and fluency
- Rich vocabulary and inference skills
- Deep comprehension and interpretation
- Appreciation of authorial voice and text structures

Reading Lessons

In Key Stage 2, all classes follow a model of **whole-class reading lessons** using Literacy Tree resources:

- Teacher modelling for fluency and expression
- Shared and choral reading for prosody
- Vocabulary exploration embedded in context
- Structured questioning across VIPERS domains
- Oral and written responses to deepen understanding

These sessions are carefully planned to integrate literary analysis, cross-text connections, and thematic exploration.

Reading for Pleasure

We actively promote reading for pleasure through:

- Daily class storytime linked to core themes
- Access to attractive books in classrooms and the school library

- Author visits and World Book Day
- Encouraging independent reading in diverse formats, including outdoor storytelling areas

Our Literary Leaves approach supports this by immersing children in engaging narratives and poems, often sparking enthusiasm to explore further texts.

Assessment of Reading

Reading is assessed through:

- Benchmark fluency assessments and guided reading checks
- Comprehension tasks using Literary Leaves texts
- Termly standardised NTS assessments in KS2
- Pupil voice activities focusing on reading habits and attitudes

Data informs grouping, interventions, and planning adjustments. Cross-year moderation supports consistent standards.

Inclusion and Support

We ensure equitable access to our reading provision through:

- Carefully selected texts that reflect diversity and inclusion
- Reading scaffolds, vocabulary banks and visual resources
- Small group or 1:1 interventions for SEND, EAL and delayed readers
- Peer reading and paired support
- Extension tasks and critical tasks for more able readers

Children who are still developing decoding fluency may continue phonics support via **Read Write Inc.** or literacy catch-up. Once ready, they transition into Literary Leaves lessons seamlessly.

Writing

At Micklands Primary School, we teach writing using **Literacy Tree's Writing Roots**, a book-based curriculum that ensures high-quality, engaging and progressive writing instruction from Reception through Year 6. Our approach places authentic texts at the centre of learning, providing meaningful reasons to write and developing children's confidence, creativity and control as authors.

Curriculum Intent and Progression

Writing Roots provides sequenced units of learning—typically between 10 and 20 lessons—anchored in diverse, high-quality children's literature. Each unit embeds the full range of National Curriculum objectives for writing, including composition, grammar, punctuation and vocabulary. The structure of the curriculum ensures:

- Depth before breadth: key skills are revisited and built upon across year groups
- Purposeful writing outcomes: every unit ends in an extended piece with a clear audience
- Exposure to a range of genres, text types and authorial voices

Units begin with immersive experiences—drama, discussion, and hands-on exploration—that stimulate curiosity and support oral composition. This scaffolds children's thinking and gives them rich material to draw on in their writing.

Lesson Structure and Pedagogy

Literacy Tree's **Teach Through a Text** model ensures that grammar, vocabulary and compositional techniques are always taught in context. Lessons typically include:

1. **Immersion** – exploring the core text and language choices
2. **Vocabulary and sentence-level work** – taught in connection with the text
3. **Oral rehearsal** – speaking ideas aloud before writing
4. **Modelling and shared writing** – guided by the teacher
5. **Independent drafting** – supported by success criteria and visual aids

6. **Editing and redrafting** – using feedback to refine and improve
7. **Publishing** – where children prepare work for display, performance or sharing

Genres include narrative, explanation, persuasive writing, instruction, discussion and poetry. Children revisit each genre in different contexts as they progress through the school, allowing for increasing sophistication and control.
Writing is also supported through opportunities to write across the curriculum, particularly in history, geography and science.

Spelling, Grammar and Handwriting

Grammar and punctuation are taught within the context of each unit, with opportunities for discrete revision where needed. Teachers use sentence starters, stem prompts and vocabulary scaffolds to support accuracy and precision.
Spelling is taught separately, using a structured scheme aligned to the National Curriculum. It includes:

- Daily phonics and spelling routines in KS1
- Weekly spelling rules and investigations in KS2
- Dictation and application tasks to reinforce learning

Handwriting is taught explicitly and modelled consistently across the school using the school's agreed handwriting style.

Assessment and Progression

Children complete at least one extended piece of writing per unit. Teachers assess this work against age-related expectations and success criteria drawn from the National Curriculum. Formative assessment takes place through:

- Marking and written feedback
- Verbal feedback during the writing process
- Whole-class feedback and editing sessions
- Self- and peer-assessment opportunities

Children build a writing portfolio across the year that shows evidence of progress in range, accuracy and style.
Moderation takes place regularly and across year groups to ensure consistency and accuracy.

Inclusion and Challenge

We are committed to supporting all children to achieve success in writing. This includes:

- Scaffolded planning frames, vocabulary banks and sentence starters
- Guided writing and small group support
- Visual prompts and working walls
- Additional phonics or handwriting intervention where needed

Children working at greater depth are supported to:

- Explore a wider range of language choices
- Develop their own writing voice
- Write with increasing independence and flair
- Apply writing skills across the curriculum and in extended projects

Writing Culture and Enrichment

We value writing as a means of communication, expression and creativity. Children's writing is celebrated through:

- Displays in classrooms and shared spaces
- Performances, readings and publication opportunities
- Writing competitions and themed weeks
- Links with authors, poets and external audiences

We support staff with Literacy Tree planning resources, CPD and team moderation to ensure high expectations and consistency across the school.

Mathematics

At Micklands Primary School, we are committed to developing confident, curious and capable mathematicians who can reason, solve problems and make connections across mathematical concepts. Our maths curriculum is designed to promote fluency, flexibility and depth of understanding in all children.

We follow the **White Rose Maths** scheme from EYFS to Year 6, ensuring clear progression, small-step teaching and full coverage of the National Curriculum. Our approach supports a mastery mindset, where every child is given the time and support to succeed.

Curriculum Intent and Structure

Our maths curriculum is based on the following principles:

- **Fluency** – quick and accurate recall of key facts and efficient methods
- **Reasoning** – using mathematical language to explain, justify and prove
- **Problem-solving** – applying skills in a variety of contexts and using strategies flexibly

The curriculum is sequenced into small, coherent steps that build systematically across units and year groups. Units are carefully structured to revisit and deepen prior knowledge, allowing children to develop secure foundations before moving on.

We place particular emphasis on number and calculation in the early years and KS1 to ensure strong mental arithmetic and conceptual understanding.

Lesson Structure and Pedagogy

Every maths lesson includes:

1. **Retrieval** – a short task revisiting previous content
2. **Explicit teaching** – modelling using CPA (Concrete–Pictorial–Abstract) approaches
3. **Guided practice** – with scaffolds, questioning and feedback
4. **Independent practice** – using differentiated tasks and challenges
5. **Reasoning prompts** – children explain their thinking and make generalisations

Key pedagogical strategies include:

- Use of manipulatives and visual representations to build conceptual understanding
- Stem sentences to develop mathematical vocabulary and structure
- Partner talk to explain strategies and deepen reasoning
- Variation in examples to draw attention to patterns and relationships

All staff use consistent language and modelling strategies supported by the White Rose framework.

Calculation Policies

We follow structured, school-wide calculation policies for each operation (addition, subtraction, multiplication, division). These set out:

- Progression from concrete to mental to formal written methods
- Expectations for accuracy and presentation
- Common misconceptions and how to address them

These policies ensure consistency across year groups and support parents with home learning.

Assessment in Maths

Assessment is an ongoing part of every lesson and informs teaching decisions. Teachers use:

- Mini whiteboard responses and questioning to check understanding in real time
- Marking and review of independent work
- Observations during partner talk and group tasks

Termly assessments are used to track progress and inform pupil progress meetings. Teachers use this information to:

- Identify gaps and adapt planning
- Provide targeted interventions
- Group children flexibly based on need

Assessment is used diagnostically—not just summatively—to support every learner.

Inclusion and Support

All children are supported to achieve in maths through:

- Concrete resources and manipulatives
- Sentence stems and visual aids
- Pre-teaching and vocabulary support
- Guided groups and adult support
- Precision teaching and retrieval tasks

Children with SEND are supported with personalised planning and adjusted expectations where necessary.

More able mathematicians are challenged with:

- Greater depth questions and investigations
- Open-ended tasks with multiple solutions
- Opportunities to justify, prove and generalise

Maths Across the Curriculum

Maths is applied across the curriculum in:

- Science (measuring, data handling)
- Geography (coordinates, maps, scale)
- DT (measurement, angles, costing)
- PE (timing, scoring, statistics)
- Computing (algorithms, pattern and logic)

We promote real-life maths contexts wherever possible to increase relevance and motivation.

Home Learning and Parental Engagement

We use White Rose Maths home learning videos and tasks to support families. Children access:

- Weekly practice tasks
- Optional maths challenges
- Times tables fluency through online platforms (e.g. TT Rockstars)

Parents are supported through calculation policy guidance, workshops and newsletters.

Science

At Micklands Primary School, science is taught through the **Kapow Primary Science scheme**, ensuring engaging, consistent and curriculum-aligned teaching from EYFS to Year 6. This scheme helps us develop children's natural curiosity, investigative skills and understanding of the world within a spiral curriculum framework that revisits and deepens key concepts over time.

Curriculum Overview and Intent

Kapow's curriculum is organised into six core themes:

Plants; Animals Including Humans; Living Things and Their Habitats; Materials; Energy; Forces, Earth and Space. Each theme is taught through successive units designed to revisit knowledge and skills in increasing complexity, ensuring secure progression from year to year and across key stages.

The scheme is built around three interconnected strands:

- **Scientific Knowledge and Understanding** – focusing on biology, chemistry and physics concepts
- **Working Scientifically** – inquiry skills embedded in real investigations
- **Science in Action** – real-world applications and links to STEM careers and environmental issues

Teaching and Learning Approach

Each lesson is carefully designed to support all learners through:

- Spiral sequencing that builds on prior learning
- Embedded **"Scientific in Action"** examples to connect content with authentic contexts
- Variety in teaching methods—including practical, paired, group and digital tasks—to engage different learning styles

Lesson Design and Resources

Teachers are supported with high-quality, curriculum-linked resources including:

- Lesson plans aligned to national curriculum expectations
- Embedded **teacher CPD videos** to clarify accurate subject knowledge and tackle misconceptions
- Pre-recorded pupil demonstration clips
- Inclusive adaptations for SEND, EAL and pre-teaching
- Knowledge organisers to clarify key vocabulary and unit questions

Assessment and Progress Monitoring

Assessment is integrated into every unit via:

- Lesson-level formative checkpoints
- Unit-end **knowledge and skills quizzes**
- Knowledge "Catcher" review tools that prompt retrieval and reflection
- Clear guidance on teachers' judgements linked to outcomes and enquiry skills

Subject leaders review assessment data to identify progress, address misconceptions and inform intervention. This feeds into professional dialogues and planning.

Implementation in Practice

We implement Kapow with fidelity and adapt as needed:

- Teachers deliver each Kapow unit in sequence, supported by school-wide long-term planning
- **Retrieval tasks and recall activities** are used regularly to strengthen memory and prior learning
- Cross-curricular links embed science within wider learning contexts
- Challenge and differentiation are embedded through support guides and extension tasks for deeper investigation

Inclusion and Challenge

Kapow is inclusive by design: lessons include differentiation strategies for learners with additional needs through scaffolded activities, adapted equipment, and visual supports. Adults facilitate small group work with targeted questioning and scaffolding. More able learners explore higher-order challenges during open-ended enquiries and "Making Connections" units.

Curricular Enrichment and Climate Focus

Many units connect with our climate change and sustainability goals:

- Investigating materials and their environmental impact
- Studying habitats and biodiversity through fieldwork
- Exploring energy, forces and Earth's systems in relation to global ecosystems

Hands-on activities are reinforced through outdoor learning opportunities in the LEAF programme and eco-club investigations.

Impact and Scientific Literacy

By following Kapow Primary Science, children:

- Build a coherent knowledge base in biology, chemistry and physics
- Develop strong enquiry and analytical skills
- Learn to use and apply scientific vocabulary
- Understand the role of science in society and the environment
- Are prepared academically and practically for Key Stage 3 and beyond

History

At Micklands Primary School, our history curriculum is designed to inspire curiosity, develop critical thinking and help children understand the complexity of people's lives, the process of change, and the diversity of societies and relationships through time. We aim to build a coherent, chronological narrative from the earliest times to the present day, supported by high-quality teaching, rich resources and local connections.

Our history curriculum is carefully sequenced and tailored to ensure progression in knowledge, historical enquiry and vocabulary from EYFS to Year 6. Children revisit key concepts—civilisation, power, legacy, conflict, exploration and diversity—throughout their primary years, deepening understanding and making meaningful connections between periods.

Curriculum Intent and Structure

The Micklands' History curriculum is structured in line with National Curriculum expectations and enhanced with local studies, artefact work, cross-curricular links and a strong emphasis on disciplinary knowledge. Every unit includes:

- Clearly defined historical content (substantive knowledge)
- Key disciplinary concepts (cause and consequence, change and continuity, similarity and difference, evidence and significance)
- Carefully chosen vocabulary
- Opportunities to ask and answer historically valid questions

Each unit is structured into five lessons, covering one historical enquiry or theme, and is supported by knowledge organisers, detailed lesson plans and built-in assessment opportunities.

Chronological Progression

Children study a broad and balanced range of British, local and world history, including:

- KS1: Changes within living memory, significant individuals and local history
- LKS2: Prehistoric Britain to the Romans, Anglo-Saxons and Vikings

- UKS2: The Mayans, Benin, Victorians, World War 2 and 20th-century Britain

Chronological understanding is reinforced through timelines, recap activities and regular opportunities to compare time periods. Vocabulary such as "era", "century", "ancient", "monarchy" and "legacy" is taught explicitly.

Historical Enquiry and Thinking

We teach children to think like historians through active questioning, source analysis and debate. Lessons include:

- Investigation of primary and secondary sources
- Critical examination of artefacts, images, accounts and maps
- Role-play, storytelling and drama to bring the past to life
- Use of historical fiction to explore lived experience
- Comparisons of interpretations and representation

Children learn to form and justify opinions using evidence, and to understand that history is open to interpretation and debate. Opportunities for extended discussion and oral reasoning are built into each unit.

Lesson Design and Pedagogy

All lessons include:

- A short review of prior knowledge
- A shared enquiry question
- Rich source material and hands-on investigation
- Use of timelines, visual prompts and diagrams
- Paired and group tasks to develop ideas
- Oral and written responses
- A short, varied 1-minute check to assess learning in context

We place strong emphasis on oracy and vocabulary. Children are taught to use historical terms accurately and to explain their thinking clearly and confidently.

Units are supported by retrieval tasks, knowledge quizzes and regular low-stakes assessments.

Assessment and Monitoring

Each unit ends with a structured assessment task, often creative in nature (e.g. writing from a historical perspective, creating a museum exhibit or giving a presentation). These tasks are supported by:

- Clear criteria for working below, at and above expectations
- Opportunities to apply historical knowledge and skills
- Teacher observation and feedback

Assessment informs planning and identifies children who need support or further challenge. The history subject leader monitors provision through work scrutiny, lesson visits and pupil interviews.

Inclusion and Challenge

All children are supported to access the history curriculum. This includes:

- Sentence stems and vocabulary scaffolds
- Visual timelines and artefact handling
- Pre-teaching and retrieval practice
- Additional adult support in group tasks

Greater depth learners are challenged through open-ended enquiry, interpretation tasks and comparison across time periods. Units are designed to include diverse stories and experiences.

Local History and Cultural Capital

Our curriculum includes local history units such as:

- Reading during World War II
- Victorian Reading and the Huntley & Palmers biscuit factory
- The history of our school and local community

We enhance learning through:

- Trips to museums and historical sites
- In-school workshops and drama sessions
- Access to historical fiction and research opportunities
- Links to personal histories and family artefacts

These experiences broaden children's understanding of heritage and identity.

Climate and Sustainability Links

Opportunities are taken to explore how historical events and innovations have impacted the environment. Examples include:

- The Industrial Revolution and pollution
- Wartime rationing and its links to sustainability
- Changes in land use and settlement

Such themes support children's understanding of the past's relevance to current global challenges.

Geography

At Micklands Primary School, our geography curriculum is designed to inspire curiosity, deepen understanding of the world and equip children with the knowledge and skills to become responsible global citizens. We teach geography through a carefully sequenced, knowledge-rich and enquiry-driven curriculum that promotes fieldwork, place knowledge, map skills and environmental understanding.

Our curriculum ensures that children develop an appreciation of the diversity of people and places, the interdependence of human and physical processes, and the impact of human activity on the planet.

Curriculum Intent and Structure

Our geography curriculum follows a clearly mapped progression from EYFS to Year 6, aligned with the National Curriculum. Each unit includes:

- A geographical enquiry question
- Key locational, place, human and physical geography knowledge
- Disciplinary knowledge (e.g. data interpretation, fieldwork, decision-making)
- Subject-specific vocabulary
- Opportunities for retrieval and application

Units are designed around rich, age-appropriate contexts and are revisited to strengthen knowledge and build links across topics.

Children study both the local area and the wider world, including the UK, continents, oceans, Europe, North and South America, and environmental regions such as the rainforest and polar areas.

Lesson Design and Pedagogy

Each geography unit consists of five lessons and follows a consistent structure:

1. **Prior knowledge check** – children are supported to recall and connect previous learning
2. **Clear learning objective** – shared with children and reflected on throughout the lesson
3. **Explicit vocabulary teaching** – key terms introduced and used repeatedly

4. **Main activities** – practical, varied and rich in geographical thinking
5. **1-minute checks** – short activities assessing understanding of the day's objective
6. **Plenaries** – allow reflection, discussion and connection-making

Main activities may include:

- Mapwork using atlases, digital maps and globes
- Interpreting data such as temperature or rainfall
- Fieldwork tasks in the school grounds or local area
- Sorting and classifying images or statements
- Drawing sketch maps, plans and diagrams
- Decision-making exercises (e.g. "Where should the new wind farm go?")

Progression of Knowledge and Skills

Children develop core geographical knowledge across three key strands:

- **Locational knowledge** – naming continents, countries, oceans, cities and features
- **Place knowledge** – comparing human and physical features in different regions
- **Geographical skills** – map reading, compass directions, grid references, fieldwork

Children revisit and deepen this knowledge in progressively more complex ways. For example, Year 2 may describe weather patterns in the UK, while Year 5 analyse global climate zones using data.

Fieldwork and first-hand investigation are prioritised to bring geography to life and make it relevant. Opportunities are provided in each year group for active, enquiry-led learning outdoors.

Assessment and Monitoring

Each unit ends with a structured assessment task designed to consolidate and apply learning. These are supported by:

- Clear assessment criteria for below, at and above expectations
- Oral and written tasks that involve explanation, comparison, analysis or decision-making
- Review of vocabulary and prior knowledge

Teachers assess throughout the unit using questioning, observation, work scrutiny and children's responses in 1-minute checks and plenary activities. Subject leaders support consistency through book looks, planning reviews and pupil voice interviews.

Inclusion and Challenge

All children are supported to access the geography curriculum through:

- Vocabulary scaffolds and dual-coding strategies
- Visual prompts, sentence stems and structured discussion
- Adapted tasks, pre-teaching and small group support

Greater depth learners are supported to:

- Justify opinions using evidence
- Ask their own geographical questions
- Draw connections across units and themes
- Tackle open-ended tasks with multiple perspectives

Our curriculum is representative and inclusive, using examples from a wide range of cultures and contexts.

Climate Change Education

Climate and sustainability are woven into every year group through lesson modifications and dedicated opportunities. Examples include:

- Investigating how rainfall affects settlements
- Studying climate zones and their vulnerability
- Exploring renewable energy in contrasting locations
- Understanding the environmental impact of tourism

A climate education opportunity is identified in each unit and includes a practical or reflective task to build awareness, critical thinking and responsibility.
Children are taught to consider how people can care for the environment and how geographical decisions affect people and nature.

Local Area and Global Understanding
Geography units link to the local area where possible:

- Using local maps and aerial photos
- Comparing Reading with other cities
- Conducting fieldwork in our school grounds and neighbourhood

We also ensure that children develop a broad, outward-looking view of the world, building knowledge of diverse countries, cultures and environments.

Art and Design

At Micklands Primary School, our art and design curriculum aims to develop children's creativity, imagination, and confidence in self-expression. Through a carefully structured and progressive curriculum, children are taught to explore materials, respond to the world around them, study the work of significant artists, and refine their artistic techniques. Art is not seen as a standalone activity, but as an essential part of cultural and personal development. We believe that all children are artists and deserve access to a rich, inclusive and ambitious art education.

Curriculum Intent and Structure
Our curriculum is structured around the National Curriculum expectations and is sequenced to ensure progression in three key strands:

1. **Making Skills** – drawing, painting, printing, sculpture and mixed media
2. **Generating Ideas and Responding to Art** – responding to prompts, stimuli and artists
3. **Knowledge of Artists and Art History** – exploring artists, craftspeople and movements

Each year group completes three art units per year. Each unit includes:

- A clear end product (such as a sketchbook collection, painting, sculpture or collaborative piece)
- A focus on one or more key artistic disciplines
- The study of one or more artists or traditions (historical, contemporary, global or local)
- Specific vocabulary and techniques
- An opportunity for reflection and evaluation

Units are designed to be immersive and varied, with space for experimentation, personal response and skill development.

Lesson Design and Pedagogy
Art units typically follow this sequence:

1. **Exploration and responding** – children encounter new materials, tools and visual references, including artist studies

2. **Skills development** – children practise new techniques and processes (e.g. colour mixing, hatching, printing)
3. **Experimentation and composition** – children combine skills to create test pieces and plan final outcomes
4. **Making a final piece** – supported by teacher modelling, peer critique and sketchbook planning
5. **Reflection and evaluation** – children discuss and assess their work and the work of others

Children are encouraged to:

- Make individual and collaborative choices
- Reflect critically on technique, style and message
- Develop a sustained piece over time
- Use their sketchbooks to try ideas and refine outcomes

Visual prompts, artist case studies, modelled examples and live demonstrations are used throughout. Sketchbooks are treated as working documents to record process and exploration, not just finished work.

Assessment and Progression

Each unit includes an end-of-unit assessment based on the final product, supported by:

- Clear criteria for working below, at and above expectations
- Opportunities to showcase progression in technique, idea development and evaluation
- Peer feedback, teacher conferencing and sketchbook review

Assessment is ongoing through observation, discussion and review of children's sketchbooks. Art outcomes are displayed and celebrated across the school.

The subject leader monitors consistency and progression through sketchbook reviews, classroom visits and pupil voice interviews.

Inclusion and Challenge

All children are supported to succeed in art through:

- Clear modelling and scaffolded steps
- Use of tools and techniques adapted for different needs
- Visual and tactile aids
- Structured feedback and praise for creative risk-taking

Children working at greater depth are encouraged to:

- Combine media in innovative ways
- Use symbolism and visual metaphor
- Compare and critique with a critical eye
- Work at scale or with greater independence

We actively promote a culture of experimentation, where all responses are valid and creativity is celebrated.

Cross-Curricular and Cultural Capital

Art supports and enhances wider learning, particularly through links with:

- History and geography (e.g. exploring cave painting, ancient sculpture, art from different cultures)
- Science (e.g. textures, light and shadow, natural forms)
- PSHE (e.g. exploring identity, feelings and communication)

Enrichment opportunities include:

- Visiting artists and workshops
- Whole-school art projects

- Gallery trips and virtual exhibitions
- After-school art clubs and competitions

Climate Education and Sustainability

Art supports environmental learning by:

- Using recycled and natural materials in sculpture and collage
- Studying artists who engage with environmental themes (e.g. Andy Goldsworthy, Olafur Eliasson)
- Creating work that responds to natural forms, seasons and habitats
- Reflecting on the role of art in promoting sustainability and raising awareness

These experiences help children understand how art can inspire change and connect us to the world.

Design and Technology

At Micklands Primary School, Design and Technology is taught as a practical and creative subject that enables children to design, make and evaluate purposeful products. Our DT curriculum develops technical knowledge, imaginative thinking and problem-solving skills, preparing children for everyday life and future innovation.

Through a carefully planned sequence of units, children build essential knowledge in mechanisms, structures, food and nutrition, textiles and electrical systems. Our approach encourages children to take creative risks, work collaboratively and reflect critically on their designs and outcomes.

Curriculum Intent and Structure

Our DT curriculum follows the National Curriculum and is taught through three units per year from Year 1 to Year 6. Preliminary skills are also taught in EYFS. In KS1 and 2, each unit focuses on a specific strand:

- **Food and Nutrition**
- **Mechanisms and Electrical Systems**
- **Textiles and Structures**

Every DT unit includes:

- A design brief or real-world problem
- The development of technical skills
- Opportunities for research, planning, making and evaluating
- Cross-curricular links (particularly with science, maths and geography)
- A clear, purposeful end product

The curriculum is sequenced to build knowledge and skills over time. For example, children in Year 2 may explore simple sliders and levers, while Year 5 construct motorised models with switches and gears.

Lesson Design and Pedagogy

Each unit is taught over a sequence of lessons, typically structured as follows:

1. **Research and exploration** – children examine existing products and learn about the user and purpose
2. **Design and planning** – children draw, label, and select materials and tools
3. **Making and construction** – using tools, materials and techniques safely and accurately
4. **Testing and evaluating** – children assess the effectiveness, function and appearance of their product

Children work individually and collaboratively, and lessons include opportunities for oral explanation, peer feedback, and reflection.

We teach children how to:

- Communicate ideas through annotated drawings and mock-ups
- Use tools and materials accurately and safely

- Select appropriate materials for function and aesthetics
- Identify what works well and what could be improved

Teachers use visual prompts, practical modelling and question scaffolds to support understanding.

Technical Knowledge and Skills Progression

The DT curriculum develops technical knowledge and vocabulary in the following strands:

- **Structures** – understanding stability, strength and joins
- **Mechanisms** – levers, sliders, wheels, axles, pulleys and gears
- **Textiles** – cutting, shaping, joining and decorating fabric
- **Food technology** – nutrition, hygiene, preparing fruit and vegetables and combining ingredients

Each strand is introduced and revisited at a higher level in subsequent years. For example, children in KS1 may join paper with glue, while children in Year 6 use complex fastening techniques or stitching.

Assessment and Final Products

Assessment is focused on the quality of the final product and the process children followed to reach it. Each unit ends with a finished piece, which may be displayed, used or shared with a real audience.

Teachers assess against criteria that reflect:

- How well the product meets the design brief
- The quality and functionality of the finished item
- Children's understanding of tools, materials and processes
- The ability to evaluate, explain and suggest improvements

Assessment is recorded through photographs, design booklets and written or verbal reflection.

Inclusion and Challenge

All children are supported to participate in DT through:

- Step-by-step modelling and scaffolded templates
- Tool demonstrations and safety routines
- Support with fine motor skills or adapted equipment
- Use of visual instructions, vocabulary banks and adult guidance

Children working at greater depth are encouraged to:

- Innovate or personalise their designs
- Test and refine multiple iterations
- Explain design decisions using technical language
- Make independent choices about materials and construction methods

Projects allow for individual creativity, differentiated outcomes and meaningful success.

Cross-Curricular Links and Enrichment

DT connects meaningfully to other subjects:

- **Science** – mechanisms, circuits, materials, nutrition
- **Maths** – measuring, scaling, shapes, angles
- **Geography** – shelter, water transportation, sustainability
- **PSHE** – teamwork, resilience, health and safety

Children participate in whole-school DT days, enterprise challenges and cooking events. These experiences strengthen teamwork, resilience and creative problem-solving.

We also invite visitors such as chefs, engineers or craftspeople to share their expertise, broadening children's awareness of careers in design, construction and technology.

Sustainability and Climate Education

We teach children to think sustainably when designing:

- Considering material sources and waste
- Using recycled or repurposed materials
- Creating products that solve environmental problems
- Discussing energy efficiency and climate-friendly design

Projects with climate links include:

- Reusable bags or lunch wraps
- Upcycled pencil cases or storage boxes
- Wind-powered or solar-inspired models

Children are encouraged to consider how design and innovation can improve the future and protect the planet.

Computing

At Micklands Primary School, our computing curriculum is designed to equip children with the knowledge, skills and understanding needed to navigate and contribute to the digital world safely, creatively and effectively. Computing is taught as a discrete subject with clear progression in computer science, information technology, and digital literacy. We ensure that all children become confident and responsible users of technology, able to code, communicate, analyse data, and stay safe online. We also promote purposeful use of digital tools across the wider curriculum.

Curriculum Intent and Structure

Our computing curriculum follows the National Curriculum and is structured around three strands:

1. **Computer Science** – understanding programming, algorithms, logic and coding
2. **Information Technology** – using software to create, edit, present and analyse content
3. **Digital Literacy** – e-safety, digital responsibility, and appropriate online behaviour

We use a structured progression model from EYFS to Year 6, ensuring that all children revisit key skills at increasing levels of complexity. Children complete three computing units per year, each with clear learning objectives and age-appropriate applications.

Online safety is explicitly taught at the start of the year and embedded in all units.

Lesson Design and Pedagogy

Each computing unit is made up of a sequence of lessons designed to build confidence, independence and critical thinking. Every lesson includes:

- A clear learning objective and success criteria
- Vocabulary instruction and modelling
- Practical activities with digital tools or programmable devices
- Opportunities for paired work and problem solving
- Retrieval of previous learning
- Reflection, evaluation and improvement

Teachers use live modelling, questioning, and discussion to support concept development and troubleshoot common misconceptions. Vocabulary such as "algorithm", "input", "debug", "data", "cyberbullying" and "digital footprint" is explicitly taught and reinforced.

We encourage exploration, trial-and-error learning and collaboration. Children save, review and refine their digital work and often share it with others.

Progression in Knowledge and Skills

Our computing curriculum develops core competencies over time:

- **KS1**: Understanding what algorithms are; programming simple sequences; recognising how digital devices represent information; using art, text and audio tools
- **LKS2**: Designing and debugging programs; using conditional statements; using search engines and presentation software; recognising online risks
- **UKS2**: Creating complex programs with inputs and variables; using spreadsheets, databases and multimedia tools; managing online identity and data security

Children use a variety of tools including Bee-Bots, Scratch, MS Office or Google tools, online coding platforms and safe search engines.

Each unit is designed to foster:

- Problem-solving and logical thinking
- Safe and respectful digital behaviour
- Creativity and purposeful communication
- Awareness of the real-world applications of computing

Online Safety and Digital Responsibility

Online safety is a priority at Micklands and is embedded throughout our computing and PSHE curriculum. Each academic year begins with an e-safety focus, covering:

- Keeping personal information safe
- Identifying reliable online sources
- Understanding cyberbullying and how to respond
- Knowing where and how to report concerns
- Managing screen time, relationships and digital wellbeing

We use resources from **Project Evolve**, **CEOP**, **Childnet** and the **UK Council for Internet Safety**, as well as planned units developed in-house. Each year group addresses age-appropriate risks, including gaming, social media, digital reputation, and emerging technology.

We mark **Safer Internet Day** each February and involve children in whole-school projects and assemblies focused on respectful and safe online behaviour.

Assessment and Monitoring

Each computing unit includes:

- Opportunities to demonstrate skills and knowledge in a final product
- Teacher observation of digital activity and behaviour
- Self-assessment checklists and peer feedback
- End-of-unit tasks that consolidate learning

Teachers use observation, digital evidence, and discussion to assess progress. Portfolios of work, including slideshows, code, written reflections and videos, are collected and reviewed regularly.

The computing lead supports staff through coaching, resource development and curriculum monitoring, including pupil voice and work sampling.

Inclusion and Challenge

All children have access to high-quality computing provision. We support diverse learning needs through:

- Pairing and adult support
- Scaffolded resources and visual instructions
- Task breakdown and vocabulary banks
- Use of unplugged activities and paper-based planning before going digital

More confident users are encouraged to explore advanced tools, solve complex programming challenges and take leadership roles in collaborative tasks.
Children with SEND are supported through accessible technology, including speech-to-text, audio recording and adapted software.

Cross-Curricular Links and Enrichment
Computing supports and enhances other subjects through:

- Presentations and publishing in English, geography and history
- Data handling and graphing in maths and science
- Coding simulations linked to DT and science
- Research projects in humanities and RE

We enrich computing through:

- Coding and robotics clubs
- Visits from tech professionals
- Whole-school digital projects and digital displays

Climate Change and Computing
We incorporate environmental themes into computing by:

- Creating presentations or infographics about climate change
- Analysing and visualising environmental data sets
- Using code to model environmental processes (e.g. melting ice, water cycles)
- Designing apps, websites or digital posters to promote sustainability

These activities connect computing to global challenges and help children see technology as a force for good.

Languages

At Micklands Primary School, we teach French as our modern foreign language (MFL) in Key Stage 2. Our languages curriculum is designed to foster curiosity, deepen intercultural understanding, and build a strong foundation in oracy, reading and writing. We aim to equip children with the confidence to communicate in French and to see themselves as global citizens who can connect with others through language.
We believe that language learning should be meaningful, engaging and accessible to all children.

Curriculum Intent and Structure
Our French curriculum is designed around the following core aims:

- To develop listening and speaking skills through repetition, songs, stories and conversation
- To build vocabulary and grammar knowledge through regular practice
- To introduce children to the written form of French and basic sentence structures
- To build cultural awareness of French-speaking countries
- To develop a positive attitude towards language learning

Children learn French weekly in Years 3 to 6. Each year group studies four units per year, carefully sequenced to build progression in vocabulary, grammar and confidence. Units include themes such as:

- All About Me
- Food and Drink
- The Weather
- School and Hobbies
- Families and Pets
- Towns and Travel

Units are designed to revisit and reinforce prior knowledge while introducing new vocabulary and grammatical structures incrementally.

Lesson Design and Pedagogy

Each unit is made up of a series of lessons that follow a consistent structure:

1. **Vocabulary Introduction** – new words and phrases taught through visual aids, repetition, choral response and actions
2. **Listening and Speaking Practice** – using songs, games, rhymes and short dialogues
3. **Reading and Writing** – reading words and simple sentences; copying, writing and building sentences with support
4. **Grammar Focus** – introducing features such as gender, simple verbs and adjectives in context
5. **Cultural Learning** – comparing daily life, celebrations, food and traditions in French-speaking regions

Lessons are highly interactive and inclusive. Teachers use clear modelling, repetition, paired work and visual cues. Sentence stems and vocabulary banks are used to support writing and oral rehearsal.

French is taught using a spiral approach, where key vocabulary and sentence patterns are revisited across year groups in different contexts.

Progression in Language Skills

Children develop skills across the four key areas:

- **Listening** – understanding words, phrases and simple sentences; responding to classroom instructions
- **Speaking** – repeating, joining in with songs, asking and answering questions, holding short conversations
- **Reading** – recognising written words and phrases; matching to meaning or pronunciation
- **Writing** – copying familiar language; building sentences with support; applying vocabulary and grammar

By Year 6, children are able to:

- Use familiar structures and vocabulary in short conversations
- Write simple sentences with accurate word order
- Understand and respond to written texts using known vocabulary
- Reflect on language patterns and similarities to English

Assessment and Monitoring

Assessment in languages is primarily formative, based on:

- Observation of speaking and listening
- Short tasks involving reading and writing
- End-of-unit oral or written activities
- Vocabulary recall and sentence construction

Each unit includes a simple assessment task where children apply what they have learned. These may involve performing a short dialogue, matching words and meanings, or writing labelled sentences.

Subject leaders monitor progression through book looks, listening to spoken work, and reviewing planning and assessment materials.

Inclusion and Challenge

All children are supported to engage in language learning. Strategies include:

- Use of visual prompts, gestures and repetition
- Paired work and group activities for modelling and rehearsal
- Sentence frames and writing scaffolds
- Breaking down complex vocabulary into manageable chunks

Children with additional needs may receive pre-teaching or adapted resources.

Greater depth learners are encouraged to:

- Use extended sentences with conjunctions or opinions
- Create dialogues or written paragraphs
- Use a wider range of vocabulary from memory

Differentiation is built into each unit to ensure success and stretch for all learners.

Cultural Capital and Enrichment

We provide opportunities to celebrate French language and culture through:

- French Days and themed assemblies
- French songs and games in whole class and club settings
- Cross-curricular links to geography, history, music and DT
- Exposure to books, stories and traditions from the Francophone world

Children learn about French festivals, food, schools and family life, developing global awareness and appreciation of diversity.

Music

At Micklands Primary School, music is taught through the **Kapow Primary Music scheme**, providing a consistent and enriching experience from EYFS to Year 6. The curriculum ensures every child sees themselves as musical, gains confidence, and develops skills in performing, listening, composing and appreciation of different musical traditions.

Curriculum Intent and Design

Kapow's scheme is structured around a holistic model in which the following strands are woven together in each unit:

- Performing (singing, percussion, instruments)
- Listening and appraising diverse music styles
- Composing and improvising
- Learning about music history and notation
- Exploring the inter-related dimensions of music: pitch, duration, tempo, timbre, texture, structure and dynamics

Units are sequenced in a spiral curriculum, gradually increasing in complexity and revisiting key concepts year on year. Each is themed—based on geography, culture, story, or historical period—to spark imagination and cross-curricular links.

Lesson Structure and Pedagogy

Each lesson follows a six-part cycle:

1. **Prepare** – energise and enthuse
2. **Purpose** – establish clear objectives and success criteria

3. **Present** – teach new musical content or skills
4. **Practice** – guided rehearsal and activity
5. **Prove** – independent performance or composition
6. **Ponder** – reflect and review learning

Lessons are active and inclusive, using paired/group work, movement, voice, body percussion and varied instruments. Teachers draw on rich CPD materials including subject leader videos to support confidence of non-specialists.

Progression in Musical Knowledge & Skills

From EYFS through to Year 6:

- Reception and KS1 focus on pulse, rhythm, pitch awareness and singing
- Progressing to ensemble playing, notation, improvisation and composing in KS2
- Instrumental skills develop through weekly units and optional whole-class instrumental tuition aligned to the DfE's Model Music Curriculum

Units include built-in knowledge organisers and progressive vocabulary to reinforce understanding and retention.

Assessment and Impact

Ongoing assessment is embedded in lessons through success criteria, peer and self-assessment, and teacher observation. End-of-unit performance, composition or appraisal tasks provide summative evidence.
Subject leaders use monitoring, portfolios, pupil voice and unit reviews to evaluate engagement, progression and curriculum fidelity.

Inclusion and Challenge

Kapow offers guidance for differentiation within each lesson, ensuring access for users of all levels:

- Visual prompts, scaffolds and adapted tasks for SEND/EAL learners
- Extension challenges and "making connections" units for deeper thinking
-

Enrichment and Cultural Capital

We ensure breadth of experience through:

- Exposure to global music styles and historical genres
- Singing assemblies, performances (including EYFS nativity and KS2 play), and celebration events
- Instrumental tuition via partnership with music hubs, where Year 3 pupils receive specialist tuition followed by parent-involving performance

Cross-Curricular and Climate Links

Music links meaningfully with other subjects through themed units, data interpretation, storytelling, geography and history. Environmental awareness is integrated into composition and listening tasks where relevant—supporting our broader climate education aims.

Physical Education (PE)

At Micklands Primary School, we use **The PE Hub** to deliver a high-quality, progressive PE curriculum from EYFS to Year 6. This scheme ensures complete national curriculum coverage and makes planning, teaching, assessment and progression clear and manageable for all staff.

Curriculum Intent and Structure

Our PE curriculum is based on the following principles:

- **Broad and balanced coverage** across invasion games, net/wall games, striking & fielding, gymnastics, dance, athletics, and outdoor & adventurous activities
- **Spiral progression**, so skills build year-by-year with increasing complexity and challenge. Key areas are revisited across Key Stage 1 and Key Stage 2
- **National Curriculum alignment**, with clear learning outcomes and coverage mapped by year group using PE Hub's curriculum mapping tools

Lesson Design and Pedagogy

Each PE Hub lesson follows a clear format:

- **Learning Intentions** and **success criteria** aligned to national expectations
- **Demonstration and modelling** of skills, supported by visual aids and instructional videos
- **Differentiated activity guidance**, including the STEP framework for modifying tasks to meet all learners' needs
- **Active participation**, with varied formats (paired, group, whole-class)
- **Reflection and peer feedback** to promote development and thinking

Teachers are supported with online CPD videos and exemplar materials, particularly useful for non-specialist staff.

Assessment and Monitoring

Assessment is built into PE Hub:

- Each unit includes **built-in assessment criteria** pre-filled but customizable for school-specific enrichment activities
- Teachers use observations, checklists and peer/self-assessment tasks to gather progress evidence
- The **assessment dashboard** enables PE leaders to track attainment across cohorts and identify areas for support

Progression and Inclusion

Activities are scaffolded to allow access for all learners:

- PE Hub provides guidance on adapting lessons for pupils with SEND or additional needs
- Teachers use the STEP (Space, Task, Equipment, People) model to tailor lessons while maintaining challenge
- Greater depth learners are challenged through leadership roles, competitive tasks and modified outcomes

Provision and Enrichment

- All children receive **at least two sessions of PE each week**, covering indoor and outdoor activities
- Key Stage 2 includes **swimming** lessons (where available); additional outdoor and adventurous activities are included in PE Hub units
- Enrichment includes school sports clubs, festival participation, inter-school matches, and specialist coaching (e.g. cricket, gymnastics)
- PE Hub's platform supports **whole-school curriculum mapping**, enabling clear long-term plans and flexibility to adapt to local context

Health, Wellbeing and Climate Education

PE Hub resources support a holistic view of physical education:

- Teaching promotes healthy lifestyles, active breaks, resilience and cooperative attitudes
- Climate-conscious learning includes lessons on sustainable practices (e.g., outdoor games use recycling equipment, promote outdoor play and nature-based movement)

PSHE and RSE

At Micklands Primary School, we deliver personal, social, health education through the **Jigsaw PSHE programme**. This whole-school, spiral curriculum integrates PSHE, emotional literacy, mindfulness, social skills, spiritual development, and statutory Relationships & Health Education in a coherent and engaging way. Each year group learns the same theme at the same time, in a way that is age-appropriate and stage-appropriate.

Curriculum Framework and Structure

Jigsaw PSHE is organised into six **Puzzles**—half-term units taught school-wide—with each Puzzle consisting of six carefully sequenced lessons ("Pieces"):

1. **Being Me in My World** (Autumn 1)
2. **Celebrating Difference** (Autumn 2)
3. **Dreams and Goals** (Spring 1)
4. **Healthy Me** (Spring 2)
5. **Relationships** (Summer 1)
6. **Changing Me** (Summer 2)

Lessons follow a consistent structure:

- **Calm Me Time** – a mindfulness moment to focus attention
- **Connect Us** – emotional connectivity with others
- **Open My Mind** – new learning introduced
- **Tell Me or Show Me** – teaching content
- **Let Me Learn** – student activity and discussion
- **Help Me Reflect** – reflection and the emotional link to learning

Each lesson carries two clear learning intentions: one focused on PSHE/RSE knowledge, and the other on emotional literacy or social development.

Delivering Relationships & Health Education

Jigsaw fully meets the DfE statutory requirements for **Relationships Education** and **Health Education**. The **'Relationships'** and **'Changing Me'** Puzzles explicitly cover topics such as personal body awareness, puberty, self-esteem and safe relationships. Schools may choose whether to include biological details around human reproduction in these lessons or within National Curriculum Science.

Parents are provided with clear information about what their children will learn and offered opportunities to opt out of optional Sex Education content, in line with statutory guidance.

Teaching and Learning Approach

Jigsaw is underpinned by supportive and inclusive pedagogy:

- Age-appropriate, weekly lessons for all year groups
- Whole-school thematic alignment for shared focus and school-wide charters
- Mindfulness and emotional literacy embedded across sessions
- Teaching strategies that support varied learning styles (kinesthetic, visual, social) and ensure engagement for all learners

Adults model social skills and use the **Jigsaw Charter** to establish safe, respectful discussion norms.

Assessment, Monitoring and Impact

- Each Puzzle ends with an optional formal assessment task (often during Piece 5 or 6) involving self- and teacher-judgment based on progression descriptors: working towards, working at, working beyond expectations.

- PSHE and subject leaders monitor delivery through lesson observations, pupil voice, staff feedback and work sampling
- Impact is evaluated through pupil surveys, staff reflections and evidence of emotional and social development across school activities

Inclusion and Wellbeing
Jigsaw is designed as a universal core curriculum: every child follows the same sequence but lessons are differentiated through flexible activity options and scaffolded support. Special adaptations and P-level activities are included for SEND learners. Teachers tailor examples and discussion to suit their class context.

External Contributors and Sensitive Issues
External contributors (e.g. school nurses, police community support officers) may be involved where appropriate—but always under teacher supervision and aligned with Jigsaw's ethos. Sensitive or personal issues arising during lessons are handled with dignity and care, following safeguarding protocols.

Contribution to Broader Curriculum Aims
Jigsaw also promotes:

- **British Values**—democracy, rule of law, respect, tolerance and individual liberty are embedded through themes such as Being Me in My World and Celebrating Difference
- **SMSC development**—spiritual, moral, social and cultural growth is mapped throughout the curriculum using Jigsaw's integrated framework
- **Climate and environment awareness**—Jigsaw's mindful and emotional literate approach supports children to reflect on their relationship with the world and their role as stewards of a sustainable future. Jigsaw Education's wider work connects PSHE learning to climate resilience and wellbeing.

Religious Education (RE)

At Micklands Primary School, Religious Education is delivered through the **Kapow Primary Religion & Worldviews programme**, ensuring full alignment with the Locally Agreed Syllabus. Lessons are enquiry-based, inclusive, and designed to help children develop open-minded thinking and respectful understanding of diverse faiths and non-religious worldviews.

Curriculum Intent and Conceptual Framework
Kapow's scheme is built on the three strands of learning:

- **Substantive knowledge**: understanding beliefs, practices, morals and community belonging across religions and worldviews
- **Disciplinary knowledge**: using methods of inquiry such as interpretation, comparison and evaluation
- **Personal knowledge**: reflecting on one's own worldview and responding thoughtfully to enquiry

Children engage with **six recurring "big questions"**, revisited across all key stages, including:

- Why are we here?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony?

The scheme's spiral curriculum ensures increasing depth across units and year groups: knowledge is gradually revisited and expanded in complexity and context.

Implementation and Lesson Design

RE is taught through structured units each framed by a focused enquiry question, alongside the overarching big question. Lessons include:

- Rich stimuli, artefacts, stories and key vocabulary
- Hands-on activities, discussion tasks and reflective writing
- Opportunities for respectful dialogue and personal reflection

Each lesson begins with foundational expectations on respectful behaviour and safe discussion. Knowledge organisers support vocabulary progression and scaffold understanding.

Local context is woven into learning: schools are encouraged to include local places of worship, community speakers or artefact-handling activities to make learning meaningful, relevant and inclusive.

Coverage and Progression

From Reception through Year 6, pupils build understanding across:

- Christianity as the UK's primary religion
- Other major religions (e.g. Islam, Hinduism, Judaism)
- Recognised non-religious worldviews

Units follow progression formats:

- EYFS builds early awareness of personal belief and celebration
- KS1 explores foundational concepts and belief systems in the UK context
- KS2 explores broader worldviews and depth in enquiry and reflection

Assessment and Subject Leadership

Formative assessment is embedded throughout via observation, questioning, discussion and lesson outcomes. At the end of each unit, children undertake quiz-style assessments and reflective tasks to demonstrate learning.

Subject leaders monitor through lesson sampling, pupil voice, knowledge organiser reviews and tracking of unit outcomes to evaluate coverage, progression and curriculum fidelity.

Inclusion and Cultural Sensitivity

Kapow supports access for all learners through:

- Differentiated activities, scaffolds and visual supports
- Lesson adaptations for EAL and SEND learners
- Extension tasks and deeper enquiry opportunities for more able learners

Personal Development and Curriculum Links

Children learn to:

- Use specialised vocabulary to discuss belief
- Explore and express personal worldviews
- Respect and critique different perspectives
- Appreciate the diversity of religious and non-religious experiences in Britain and globally

RE, through Kapow, contributes to SMSC and British Values by nurturing democratic values, tolerance, community cohesion and ethical understanding, all within a modern, inclusive worldview approach.

Climate and Ethical Awareness
Some enquiry questions engage with ethical and environmental dimensions of belief—such as moral responsibilities, stewardship of the Earth, global justice and interdependence—supporting links between RE, climate education and sustainable citizenship.

Subject Leader Roles

At Micklands Primary School, we believe that effective subject leadership is central to achieving high-quality teaching and learning. Subject leaders are the drivers of curriculum intent, implementation and impact in their areas of responsibility. They ensure that the curriculum is well-planned, coherent and sequenced, and that all children develop secure, deep knowledge over time.
Subject leadership is a distributed responsibility, with all staff contributing to the development of a broad and ambitious curriculum.

Core Responsibilities of Subject Leaders
Each subject leader is responsible for:

- **Curriculum Design and Sequencing**
  - Ensuring the subject curriculum aligns with national curriculum expectations and the school's vision
  - Reviewing and developing long- and medium-term planning to ensure clear progression of knowledge, skills and vocabulary
  - Mapping key concepts and ensuring that content builds cumulatively and coherently across year groups
- **Subject Knowledge and Pedagogy**
  - Developing their own subject expertise through training, research and collaboration
  - Supporting colleagues with planning, resources and professional development
  - Promoting evidence-informed teaching approaches appropriate to their subject
- **Monitoring and Evaluation**
  - Reviewing children's work across the school to ensure consistency and progression
  - Conducting lesson visits and drop-ins to monitor teaching and learning
  - Gathering pupil voice to understand children's experiences and outcomes
  - Using assessment information to evaluate attainment, identify strengths and inform improvement priorities
- **Raising Standards**
  - Identifying and addressing gaps in attainment and progress for key groups, including those eligible for Pupil Premium, children with SEND and EAL learners
  - Working with year group teams to support children working below or above expected standards
  - Celebrating achievements and promoting excellence through displays, enrichment and wider opportunities
- **Resourcing and Organisation**
  - Auditing subject resources and ensuring they are well-maintained and accessible
  - Procuring high-quality materials, texts and tools to support learning
  - Organising events, workshops, trips or competitions linked to the subject
- **Strategic Development**
  - Writing and implementing a subject action plan linked to the School Development Plan
  - Evaluating the impact of actions and reporting to senior leaders and governors
  - Contributing to whole-school improvement by sharing good practice and aligning subject goals with school priorities
  -

Support and Development for Subject Leaders

Subject leaders are supported to carry out their roles effectively through:

- Dedicated leadership release time
- Access to CPD, including local networks and subject associations
- SLT mentoring and coaching
- Structured documentation including planning proformas, monitoring tools and assessment frameworks
- Opportunities to work with other schools or external advisors

New subject leaders are paired with experienced mentors and receive training in key aspects of leadership, including curriculum development and data analysis.

Collaboration and Whole-School Consistency

Subject leaders work together to ensure a joined-up approach across the curriculum. This includes:

- Shared planning and moderation opportunities
- Cross-subject collaboration (e.g. vocabulary, reading and retrieval strategies)
- Collective development of teaching and learning principles
- Joint input into whole-school policies and CPD

Leaders also liaise with phase leads, SENDCos, and the Pupil Premium Lead to ensure that teaching in their subject is inclusive, equitable and ambitious for all learners.

Governance and Accountability

Each subject leader may be linked to a named governor who monitors subject development. Leaders are expected to:

- Maintain up-to-date subject documentation (action plans, audits, monitoring records)
- Report to governors annually on standards and improvement
- Contribute to school self-evaluation and inspections by articulating subject intent, implementation and impact clearly

Greater Depth and Mastery

At Micklands Primary School, we believe that every child has the potential to excel and that mastery should be an entitlement for all. Our curriculum is designed to deepen understanding, not accelerate pace, and to ensure that children who grasp concepts quickly are challenged through richness, complexity and application.

We are committed to providing opportunities for all children to think deeply, reason logically, and communicate effectively. Mastery and greater depth are planned into lessons across all subjects, ensuring high expectations and intellectual challenge.

Defining Mastery and Greater Depth

- **Mastery**: A secure and deep understanding of a concept, allowing children to apply knowledge flexibly and independently in a range of contexts.
- **Greater Depth**: Going beyond age-related expectations through reasoning, creativity, connections and sophistication of thinking.

Children working at greater depth are not rushed through content, but are encouraged to explore it more broadly, reflectively and with increasing independence.

Key Principles

Our approach to greater depth and mastery is underpinned by the following principles:

- **Depth before acceleration**: We do not move children onto content from future year groups but deepen their grasp of current material.

- **Challenge for all**: Every child should experience challenge appropriate to their ability, not just the most able.
- **Fluency + reasoning + problem solving**: Especially in maths, mastery involves combining these three elements to show true understanding.
- **Talk and language**: Children are taught to express ideas with precision, using subject-specific vocabulary and full sentences.
- **Questioning and thinking**: Open-ended tasks and probing questions support deeper understanding and discussion.

Strategies for Supporting Greater Depth

Across subjects, teachers:

- Plan tasks with low thresholds and high ceilings – open-ended and accessible to all, but with potential for depth
- Use reasoning prompts, 'prove it' challenges and what-if questions
- Incorporate problem solving, multiple representations and justification tasks
- Encourage children to spot patterns, generalise, and transfer learning to new contexts
- Develop meta-cognitive skills: planning, monitoring and evaluating their own thinking

Mastery activities may include:

- Exploring alternative methods or perspectives
- Creating tasks, questions or models for others
- Explaining learning to a peer or presenting findings
- Applying learning in unfamiliar or real-world contexts

In writing, children working at greater depth use varied sentence structures, precise vocabulary, and subtle authorial choices. In reading, they interpret beyond the text, evaluating language and inference. In foundation subjects, they show insight, connect ideas and pose thoughtful questions.

Classroom Culture and Expectations

Teachers cultivate a learning environment where:

- Mistakes are seen as learning opportunities
- Challenge is welcomed and expected
- Children are encouraged to be curious, ambitious and reflective
- Peer dialogue and collaboration support deep learning

All children, including those working at greater depth, are known as individuals. Their talents, needs and next steps are reviewed regularly through pupil progress meetings and subject leader discussions.

Assessment and Tracking

Children demonstrating greater depth are identified through:

- In-lesson performance, questioning and response to challenge
- Classwork that shows insight, creativity or independence
- End-of-unit tasks and assessments that show mastery
- Teacher assessment frameworks aligned to national curriculum standards

Children are recorded as working at 'greater depth within the expected standard' (GDS) only when they consistently demonstrate deeper learning across a subject.

Assessment for greater depth is ongoing, evidence-based and regularly moderated to ensure consistency and accuracy.

Subject Leadership and Professional Development

Subject leaders:

- Ensure progression documents include clear expectations for mastery
- Monitor challenge in books and lessons
- Provide resources, CPD and coaching to support high-quality provision for greater depth
- Review outcomes and support staff to plan for high attainers

We also provide opportunities for pupils to showcase and develop their talents through enrichment events, performances, competitions and leadership roles across the curriculum.

Parent and Community Engagement

At Micklands Primary School, we believe that parental involvement is essential to every child's success. When schools and families work together, children achieve more, feel more confident and develop a stronger attitude to learning. Our approach to teaching and learning places great value on parents and carers as partners.
We are committed to building a warm, respectful and inclusive relationship with all families, based on open communication and shared responsibility.

Aims and Principles

Our approach to parental engagement is guided by the following principles:

- **Inclusion** – every family is welcomed, valued and respected
- **Communication** – information is clear, timely and accessible
- **Collaboration** – families are partners in learning and development
- **Consistency** – school systems are joined-up and supportive of home learning
- **Trust** – relationships are built over time through transparency and care

We aim to empower parents with the knowledge, confidence and tools to support their child's progress and wellbeing.

Information and Communication

We maintain regular contact with families through:

- Monthly newsletters with key updates and curriculum information
- A regularly updated school website and social media platforms
- Parent–teacher consultations (twice a year) and written reports (annually)
- Termly curriculum overviews for each year group
- Invitations to workshops and information events (e.g. phonics, SATs, online safety)
- Prompt communication regarding progress, concerns or successes

We strive to use plain English, visuals and translated materials where needed to support accessibility for all families, including those with EAL or SEND needs.

Supporting Learning at Home

We work in partnership with parents to support learning beyond the classroom by:

- Providing regular reading books and reading records, encouraging daily home reading
- Offering clear, manageable home learning tasks that reinforce classroom learning
- Sharing ideas, resources and videos to support key skills (e.g. phonics pronunciation, maths strategies)
- Hosting curriculum workshops and online guides to explain teaching approaches

Families are encouraged to ask questions, make suggestions and contribute to learning conversations.
We recognise that not all families have the same capacity for home learning and offer support or flexibility where needed to reduce pressure and promote success.

Involvement in School Life

Parents and carers are actively involved in wider school life through:

- Attending assemblies, performances, sports days and celebration events
- Participating in showing of work at Welcome Wednesday events
- Joining school trips, activity weeks and volunteer opportunities
- Engaging with parent groups
- Supporting fundraising events and social activities organised by the PTFA

We seek regular feedback from parents through surveys, suggestion boxes and informal conversations. Their views inform school priorities and development planning.

Partnerships with Families of Disadvantaged or Vulnerable Children

We take proactive steps to engage families of children eligible for Pupil Premium, those with SEND, or those facing other vulnerabilities:

- Personalised communication from class teachers, SENDCOs or pastoral staff
- Support with access to uniform, trips, clubs or resources
- Family learning programmes and access to local support services
- Regular check-ins and reviews of support plans or interventions

Our pastoral and safeguarding teams work closely with families to build trusting relationships and provide early help where needed.

Parent Voice and Collaboration

We value and act on parental feedback. Opportunities to share views include:

- Annual parental surveys and post-consultation questionnaires
- Focus groups and drop-in coffee mornings
- Involvement in shaping policies such as behaviour, home learning or uniform
- Representation on the governing body

We believe that parents are experts on their children, and we work to ensure their insights are listened to and acted upon.

Cultural Capital

At Micklands Primary School, we are committed to giving every child access to the essential knowledge, experiences and skills they need to thrive as learners and citizens. We recognise that cultural capital is not limited to academic knowledge, but includes all the opportunities that broaden horizons, deepen understanding and foster aspiration.
Our curriculum is deliberately designed to build cultural capital in a structured, inclusive and enriching way—particularly for those who may not otherwise access a wide range of experiences.

What We Mean by Cultural Capital

Cultural capital refers to the accumulation of knowledge, behaviours and experiences that enable children to succeed in education and later life. This includes:

- **Literary and historical knowledge**
- **Exposure to music, art and performance**
- **Understanding of the wider world – geography, cultures, current events**
- **Social confidence, curiosity and critical thinking**
- **Appreciation of diversity, heritage and values**

We recognise that children arrive at school with different starting points. We therefore provide planned, equitable opportunities to build and enrich their cultural capital throughout their time at Micklands.

Embedding Cultural Capital in the Curriculum

Cultural capital is not an add-on; it is embedded across the curriculum through:

- **Carefully chosen texts and topics** – for example, high-quality picture books, classic novels, diverse voices and global stories in English and reading
- **Exposure to the arts** – including regular units in music, drama, art and design
- **Historical and geographical breadth** – from the Ancient Maya to the Alps, railways to rainforests, our curriculum takes children around the world and through time
- **Science and nature experiences** – including outdoor learning, seasonal walks, and hands-on investigations
- **Moral and philosophical enquiry** – through RE, PSHE and discussion of big questions

Each unit of work is designed not just to meet objectives but to deepen a child's sense of the world and their place in it.

Enrichment and Experiences

We actively promote wider experiences that enrich classroom learning and build cultural capital. These include:

- **Educational visits** to museums, art galleries, heritage sites and nature reserves
- **Visitors and workshops** such as authors, scientists, athletes and musicians
- **Drama and performance** opportunities including class assemblies, plays and musical showcases
- **Participation in competitions, festivals and events** – from sports tournaments to poetry days
- **Celebration of cultural and religious festivals** to promote inclusion and understanding
- **Outdoor learning opportunities**, including gardening, local fieldwork and environmental projects

Each year group's long-term plan includes a range of planned enrichment activities. We ensure that children entitled to Pupil Premium are supported to access all opportunities.

Oracy and Communication as Cultural Capital

We believe that speaking and listening are central to accessing and building cultural capital. Our oracy-rich classrooms provide:

- Structured talk opportunities across the curriculum
- Explicit vocabulary teaching and modelling
- Debate, discussion and presentation practice
- Exposure to formal and informal registers of speech
- Celebration of spoken language through events and performances

These experiences help children develop confidence, expression and a voice that can be heard beyond the school.

Broadening Aspirations

We provide children with a window into the wider world and a mirror in which to see themselves:

- We showcase diverse role models across all protected characteristics
- Careers and world-of-work learning is embedded through themed weeks, visitors and projects
- Children are introduced to powerful knowledge and concepts that extend beyond their everyday experience

We are aspirational for all children and work to show them what is possible.

Monitoring and Development

Subject leaders and senior staff consider cultural capital when planning, monitoring and reviewing the curriculum. We ask:

- What will this unit add to a child's understanding of the world?
- What texts, vocabulary or experiences will enrich this learning?
- How can we ensure no child misses out on vital knowledge or opportunity?

Feedback from children and families helps us to evaluate and refine our offer.

Transition Arrangements

At Micklands Primary School, we understand that transitions—whether between classes, key stages or educational settings—can have a significant impact on a child's learning, confidence and wellbeing. We are committed to making every transition as smooth, supportive and positive as possible.

Our transition processes are carefully planned and inclusive, ensuring continuity of curriculum, relationships and expectations while acknowledging the emotional needs of children and families.

Key Principles

Our transition practice is guided by the following principles:

- **Relationships matter** – children feel secure when they know the adults and routines around them
- **Information must follow the child** – learning, progress, needs and strengths are shared clearly
- **Wellbeing is a priority** – social, emotional and mental health needs are considered alongside academic preparation
- **Children's voice matters** – we listen to children's hopes, worries and feedback
- **Consistency and clarity** – shared language, systems and expectations across year groups reduce anxiety

We apply these principles to all points of transition across the school.

Early Years to Key Stage 1

Moving from Reception to Year 1 is a significant shift in structure and expectation. We ensure a developmentally appropriate approach through:

- Joint planning and moderation between Reception and Year 1 staff
- A gradual transition in classroom layout, routines and teaching style
- Opportunities for children to visit the Year 1 classroom, meet staff and practise new routines
- Careful handover discussions including assessment information, learning needs and interests
- Time to maintain elements of continuous provision in the autumn term as needed

We remain responsive to individual children's needs and adjust provision where necessary.

Key Stage Transitions (Y2–3, Y4–5, etc.)

Although children remain in the same school, each new year brings new relationships, expectations and curriculum content. We support children through:

- Transition days and visits to new classrooms
- Consistent classroom routines and expectations across year groups
- Internal moderation and pupil progress meetings to ensure smooth curriculum progression
- Sharing of learning behaviours, strengths, SEND or pastoral needs

Children are given opportunities to ask questions, discuss feelings and reflect on achievements from the previous year.

Year 6 to Secondary School

We have established, effective partnerships with local secondary schools and work closely with them to ensure a confident and well-informed transition. Our support includes:

- Early identification of vulnerable or high-needs pupils for enhanced transition
- Completion and transfer of detailed transition forms covering academic, pastoral and SEND information
- Meetings between Year 6 teachers and Year 7 staff or pastoral leads
- Year 6 transition units in PSHE and English to explore change and aspiration
- Visits to secondary schools and/or online transition activities
- In-school workshops on independence, travel safety, and wellbeing

Children with SEND or anxiety may have additional visits or transition booklets to support their confidence.

We also ensure that children leave Micklands with a strong sense of identity and celebration through:

- End-of-year productions, leavers' events, and special assemblies
- Personalised reflections and memory projects

In-Year Admissions

Children joining the school mid-year are welcomed with care and consideration. We ensure:

- A buddy system is in place to help children settle
- Clear communication with the child and family on routines, expectations and curriculum
- Quick diagnostic assessments to identify support needs and prior knowledge
- Sharing of previous records and contact with the former school, where possible

Teachers provide tailored support to ensure children integrate socially and academically.

Transition for Children with SEND, EAL or Vulnerabilities

Additional transition planning is put in place for children who may need it. This could include:

- Social stories, visual timetables or transition books
- Extra visits to new classrooms or schools
- Staff familiarisation and TA handover meetings
- Liaison with external agencies and receiving schools
- One-page profiles or transition passports

We work closely with parents and carers to ensure their child feels prepared, understood and supported.