



Federation Curriculum Planning

Policy & Procedures

Policy and procedures produced by Head Teacher in consultation with staff and final agreement from the governing board.

Agreement (School Development Committee) – *SDC 18th March 2019*

The policy gives due regard to the content and recommendations of;

'Eliminating unnecessary workload around planning and teaching resources – Report of the Independent Teacher Workload Review Group'

March 2019

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Procedures –Essential reading

Curriculum Planning Early Years – principles and expectations

Planning in Early Years is responsive to children's interests meaning there are no set annual or long term themes and topics. Our skilled practitioners balance using children's interests and passions alongside projects and themes they know are effective in supporting the delivery of high quality Early Years provision.

Early Years Foundation Stage Long Term Planning

An agreed template maps some of the 'typical' themes or topics across a year that are often but not always used. An electronic draft of this is produced for the start of the academic year and updated as appropriate.

Early Years Foundation Stage Medium Term Planning

An agreed template maps out the areas of need as identified at baseline and end of term assessment points identifying how the curriculum will support these needs.

Early Years Foundation Stage Short Term Planning

Using the agreed template planning is produced weekly outlining the weekly planning for use by all staff in the EY.

- All LTP & MTP must be completed electronically
- STP can be completed either electronically or by hand.

Curriculum Planning Primary (Key Stage 1 and Key Stage 2) – principles and expectations

- **Long Term Planning (LTP)**, an annual picture by class. Each primary phase class contains two-year groups so there is an annual cycle A and an annual cycle B.
- **Long Term Planning (LTP)** by subject. A single page overview of the curriculum experience for the six years of the primary phase for each subject. Written and kept up to date by subject leaders.
- **Medium Term Planning (MTP)** focuses on the learning sequence for a particular subject or area of learning.
- **Short Term Planning (STP)** day-to-day planning (this **does not** mean one plan for every lesson for every day) typically used over the course of a week.

Planning Formats

- All planning formats are available electronically for all staff via the respective school servers and can be emailed.
- All LTP & MTP must be completed electronically.
- STP can be completed either electronically or by hand.
- All planning will be available on request for the current sequence or any previous sequence from the academic year.

All class **Long Term Plans** LTP will be completed using the Federation template electronically and uploaded to the server by the first day of each new academic year.

All **Medium Term Plans** MTP will be completed using the Federation template electronically and uploaded to the server by the first day of each new term. All MTP will reference the aims and purpose of the subject as described in the Primary National curriculum. This policy recognises the unique distinctiveness of each subject. By ensuring the aims and purpose are prominent within the MTP process we aim to support children in developing their

understanding of the unique distinctiveness of subjects. To assist staff with this aspect of the planning a summary document of all the NC subjects aims and purposes has been produced and can be found in Appendix C (pages 17 - 21).

Short term Plans STP can be completed electronically but this is not a requirement. Short term planning represents the planning that will support day-to-day or daily teaching. However this does not mean individual plans for every lesson of every day. When undertaking short term planning staff will exercise their professional judgement as to how best to utilise the short term planning structures and formats.

English

Long Term Planning English

- Will use the Federation template.
- Will be completed for the first day of the academic year.
- Will show a block or theme title and the expected number of weeks spent on the block or theme.
- Can be adjusted retrospectively if needed.
- Where length of times are not yet known cells will be merged and will list the expected blocks / themes / genres for the term or half term.

Medium Term Planning English

- Will use the agreed Federation template.
- Will be completed electronically for the first day of teaching of each block of English.

Short Term Planning English

- Can make use of the agreed Federation template however this is not a requirement.
- Annotated copies of commercial resources that support the teaching of phonics and spelling may also form part of short term planning.

Mathematics

Long Term Planning Maths

- Will use the agreed Federation template.
- Will be completed for the first day of the academic year.
- Will show a block or theme title and the expected number of weeks spent on the block or theme.
- Can be adjusted retrospectively if needed.
- Where length of times are not yet known cells will be merged and will list the expected blocks / themes / genres for the term or half term.

Medium Term Planning Maths

- Will be in the form of the sequences of objectives as available via Maths No Problem and or White Rose mixed age MTP.
- Will be completed electronically for the first day of teaching of each block.
- If staff wish to create their own sequence using a mixture of these a template is available or they can create their own.

Short Term Planning Maths

- Will use the agreed Federation template.
- Will be produced for individual or sequences of lessons based on the same objective or group of objectives that are part of a block.
- Can be electronically produced or handwritten.

Foundation Subjects

Long Term Planning

- Will use agreed Federation template.
- Shows how we deliver our curriculum in terms of annual learning for a class and also in individual subject areas.
- Makes sure planning is effective for mixed age classes ensuring progression and continuity avoiding repetition.
- Allows monitoring and evaluation to consider the most logical sequence of learning for children over time and helps make the most meaningful connections in learning by viewing the 'big picture'.
- Written and stored electronically, in designated files on the school servers) and complete by the first day of each academic year.
- Published on the school website.
- In place for the start of each academic year.
- Produced by class teachers.

Medium Term Planning (Sequences of Learning)

- Use Federation template. This format will still be used even if drawing from a commercial or charitable scheme. This is in order that the core features of planning the school has identified as important are considered and planned for.
- Written and stored electronically by class teachers and in place for the first day at the start of each term.
- Prepared by class teachers for all subjects including those delivered during PPA time.
- All subjects are planned for individually. However, where meaningful links can be made or sequences of multiple subjects share a common theme this can and will enhance the curriculum experience for children.

Short Term Planning Foundation Subjects

- Primarily, for the teacher who created them and written in a way that supports the ability of other members of staff to work alongside the teacher where appropriate.
 - Written in a way that each teacher believes best supports the learning of the pupils for whom they are responsible.
 - Relate to the school's agreed medium-term and long-term planning frameworks.
 - Not a requirement that short term plans are produced electronically.
 - Does not require excessive detail about lesson activities.
 - The agreed school template outlines what the schools believe should be the focus of any short term planning.
 - The Federation agreed short term planning format can be used when deemed appropriate. The Head Teacher or senior teacher may direct the use of these in particular circumstances such as an induction period for a new member of staff, during a teachers NQT or RQT year or as part of a support plan. If not directed staff are free to;
1. Use the school format to whatever extent suits them best while still adhering to planning aims and principles as outlined in this policy.
 2. Use their own forms of short term planning, this may include simple annotation of Medium Term Plan.
 3. Teach directly from the MTP.

Policy Rationale and background – Information only

At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

LOVE

We love and nurture each individual.

LEARN

We are passionate about inspiring learning.

THRIVE

We value the uniqueness of each individual's achievements.

Our vision translates directly into our curriculum in that;

LOVE

Our curriculum promotes a love and appreciation of life and learning in all its fullness, enabling children to realise a passion for the possible.

LEARN

Our curriculum enables children to learn and retain a body of knowledge to which they can develop and apply key critical thinking & communication skills becoming creative, confident and enquiring learners.

THRIVE

Building on their strengths, interest and experiences our curriculum enables children to grow and flourish both academically, socially and emotionally experiencing success in a range of situations and contexts.

Definitions

When referring to our curriculum we interpret and understand this to mean the substance and content of what is taught.

When referring to curriculum planning we interpret and understand this to mean the documents that detail the what and when of the content clearly identifying what children are expected to know and be able to do as a result of be taught from our curriculum.

Introduction & Policy Rationale

Every child has an entitlement to benefit from teaching of the highest quality delivered via a rich, balanced and well planned curriculum that facilitates natural progression. Planning for effective curriculum delivery must provide curricular balance, breadth, coherence, progression and continuity. Outcomes and assessment strategies are stated clearly and effective use of assessment information is used by staff to identify next steps in children's learning. Curriculum planning plays a critical role in achieving high quality learning, shaping our children's understanding and progression. The only way to make sure this happens is to have and implement a clear, consistent and robust approach to planning.

This policy sets out the, principles criteria, format and frequency that will be the expected standard for teachers' planning. Teachers will be given the professional responsibility to ensure that their planning meets this standard. The head teacher, senior teachers and other key members of staff will monitor planning to see that this high standard is met.

Reducing Workload & Freeing Teachers to Teach

Application of the following strategies as outlined in detail in this policy will help support the reduction and elimination of unnecessary workload;

- Creation of an aligned Federation class structure to allow for collaborative planning opportunities.
- Funding for quality assured text books and resources as deemed appropriate by teachers and subject leaders.
- Joint planning opportunities.
- Move towards electronically stored well resourced collaboratively developed sequences of learning that support the 'when' 'what' and 'why' of our curriculum allowing teachers to focus on meeting the needs of children applying professional judgement and experience.
- The number of different planning formats will be kept to the minimum number necessary to facilitate effective planning.
- Freedom, flexibility and support to 'block' the teaching of foundation subject teaching can improve children's learning and make more efficient use of time when planning.
- Clarity of expectations mean no time is wasted 'wondering or worrying' about what is expected or designing templates and formats.
- Guaranteed weekly PPA time.

Equality & Diversity

The Federation of Follifoot & Spofforth CE Primary Schools welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

Both schools pay due regard to the need:

- **To eliminate discrimination, harassment, victimisation** and any other conduct that is **prohibited by or under this Act.**
- **To advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **To foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Teachers' Standards

The Teacher's Standards clearly reference the professional expectations in relation to planning;

Plan and teach well-structured lessons

- *impart knowledge and develop understanding through effective use of lesson time*
- *promote a love of learning and children's intellectual curiosity*
- *set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired*
- *reflect systematically on the effectiveness of lessons and approaches to teaching*
- *contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

National Teacher's Standards

Policy Aims

- Facilitate the effective implementation and delivery of our curriculum intent.
- Ensure clarity of expectation in regard to curriculum planning
- Policies and practice that provide clear guidance and support in relation to the 'why' 'what' and 'when' of the curriculum freeing staff to teach in a way that best meets the needs of the children, applying their professional judgement and experience.
- Deliver a broad and balanced curriculum which covers the requirements of the Early Years Foundation Stage Curriculum and Primary National Curriculum (KS1 & KS2).
- Ensure there is continuity and progression between and across year groups.
- Implement planning systems that support an appropriate work life balance for staff.
- Establish the expectation for teachers' planning and reduce the amount of time that teachers have to spend on written planning.
- To ensure that planning is the minimum necessary to underpin effective teaching and learning, improving the quality of planning and cutting down its quantity
- To ensure that all learners benefit from planning that is effective.
- To provide a basis for monitoring evaluation and review of planning.

Purpose of Curriculum Planning:

The Federation is committed to providing the best possible learning experience for pupils. In doing so, it recognises that effective planning for teaching and learning is essential to ensure that pupils make the best possible progress in the context of a rich and balanced curriculum which promotes creativity, excellence and enjoyment.

This policy identifies that effective curriculum planning will focus on;

- **What is being taught**
- **When it is being taught**
- **Why it is being taught**
- **The knowledge and skills children will think about, learn and be able to recall/perform**
- **How teaching helps children to learn what has been taught**

When planning teachers may wish to consider and even record the activities children will do however this policy is clear that the activities children are 'doing' is not a significant focus and therefore not an expectation within any of our planning structures.

We strive to embed quality policy and practice that keeps planning to the minimum necessary to ensure that high quality teaching is effective and impacts positively on outcomes ensuring no child underachieves. Teachers are expected to base their planning on secure subject knowledge and knowledge of the Early Years Foundation Stage Curriculum and or Primary National Curriculum (KS1&KS2).

Planning should reflect high expectations. Planning should deploy teaching methods to enable all learners to learn effectively. Planning must be used to ensure that time, support staff and other resources, are used effectively. Planning should create opportunities for teachers to assess learners' work thoroughly. Teaching assistants should be included in the planning process so that they understand the teaching and learning objectives that they will be involved in. Planning will be sharp. This will result in teachers having more time to spend on teaching. Teachers are expected to reflect upon the success of their planning and evaluate, review and adapt their teaching accordingly.

Who is Curriculum Planning For?

- Primarily planning is for the teacher(s) who created it.

However our policy is also clear that;

- Support staff will access to plans to enable them to fulfil their duties effectively.
- Supply teachers or others going into a class to teach should be able to follow planning in the absence of the usual teacher.
- The Head teacher, governors and subject leaders will, as part of the overall monitoring and evaluation approach, look at planning in conjunction with monitoring and evaluation activities such as book scrutiny and pupil discussions.
- External agencies (OFSTED, SIAMS & LA inspectors, etc) may also expect to use planning to look at coverage, progression, pace, differentiation, implementation of curriculum statement, implementation of school vision and mission etc.

Federation Curriculum Planning Overview and Rationale

While aiming to keep planning (including formats and structures) as simple, coherent and as few in number as possible this policy also recognises the distinct and significant differences between;

1. Early Years Foundation Stage Curriculum and the Primary National Curriculum (KS1 and KS2)
2. Subjects or areas typically taught daily (English, Maths, phonics) and foundation subjects (typically taught weekly)

Therefore curriculum planning structures and formats are different for Early Years to the Primary phases (KS1 & KS2). There are also differences in format and expectations between English and Maths and between both these and the Foundation subjects.

This policy recognises the principle that planning is a process rather than a product. This is summed up well in the following;

'Planning is best viewed as a process rather than a product. As a stack of habits of thought that you bring into play to prepare yourself for teaching. It is not a fixed set of procedures that you have to follow, nor as beautifully filled in form. Sometimes we confuse the plan with the planning, as if they were the same thing. This can lead to situations where planning becomes an exercise in form filling rather than hard thinking.'

Peps Mccrea – Lean Lesson Planning

While Mccrea is referring predominantly to lesson planning this policy recognises that the principles of 'the process' and 'hard thinking' apply to all forms of planning. This policy also recognises that with regard to Long Term Planning (LTP) and Medium Term Planning (MTP) consistent approaches and formats for capturing and recording LTP and MTP will contribute significantly to ensuring quality curriculum coherence, consistency and progression while also providing a valuable starting framework for teachers to develop sequences of lessons which should ultimately contribute significantly to workload reduction.

This policy recognises that different planning structures and formats within an organisation creates the potential for misunderstanding around expectations. The policy aims to clearly and succinctly outline rationale and expectations. If needed staff should speak to the senior teacher or Head Teacher to seek further clarification.

Curriculum Equity

We are developing and embedding our approach to ensure that our broad and rich curriculum has equity between core and foundation subjects and also equity between foundation subjects. To support the achievement of this aim all subjects are planned for individually. However, where meaningful links can be made or sequences of multiple subjects share a common theme this can and will enhance the curriculum experience for children. For example if a teacher feels it enriches provision to teach both Science and History through the 'theme' or 'topic' of The Great Fire of London these could be planned collectively using a single MTP sequence. However, the knowledge and thinking specific to the expectations for each individual subject should be evident to ensure equity in subjects and to ensure Subject Leaders can effectively use planning to map progression in an individual subject. Our (proposed) updated LTP format facilitates thinking of planning in this way should it suit. It also can be used to plan using the traditional model of teaching all subjects every week.

Curriculum Planning Efficiency

The delivery of planning particularly in the Foundation subjects can be approached flexibly to best meet the needs of learners. As an example, teachers may feel a particular sequence of learning in a foundations subject or subjects lends itself to be delivered every day over the course of a week or two weeks. Teachers are free to exercise their professional judgement where they feel this is the case. This model will not work with every subject for example PE where there is a clear expectation of '2 hours a week'. This also may not work with the foundation subjects being taught during PPA time in any given term.

SEND

The SEN policy sets out class teachers' responsibilities for meeting the needs of all learners (Section 4.2 of the SEND Policy 2018). Class teachers are responsible for the progress and development of every child in their class and class teachers should work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The curriculum should be differentiated by input, by task and by outcome and Individual Inclusion Passports, Support Plans and Class Intervention Plans should clearly identify barriers to learning, what good progress will look like/ desired learning outcomes and detailed strategies and interventions in place which demonstrate effective planning for pupil progress and attainment.

Planning, Preparation & Assessment (PPA) Time

Staff are given their contractual and statutory right to planning, preparation and assessment time. The Federation recognises fully that the purpose of guaranteed PPA time is to enable teachers to raise standards through a combination of individual or collaborative professional activities, including planning. It is also intended to improve teachers' work/life balance and to ensure that they are best able to concentrate on their core professional activities. All staff with teaching commitments are therefore given full access to at least their statutory minimum entitlement to PPA time in a way that respects their ability to use their professional judgement to determine how best this time is used. The operation of PPA time in the school is fully compliant with the provisions of the School Teachers' Pay and Conditions Document (STPCD) as demonstrated by:

- Its inclusion in the timetable.
- Its organisation into time every week.
- Robust arrangements that ensure that teachers' rights to their full entitlement of PPA times are guaranteed.
- Equating it to at least 10% of timetabled teaching time for each teacher (see appendix for calculations).
- Typically, we aim for PPA to always be allocated a single block of the total time each week thus enabling staff to maximise the use of an extended period of time.
- Staff have the right to request/suggest how grouping PPA allocations might facilitate best use of their time. The Federation commits to do its very best to accommodate all reasonable requests.
- To assist with achieving effective work/home life balance PPA time is taken in school.
- Neither school ever reduces PPA allocations on training day weeks, bank holiday weeks, or following illness within a week.
- Every single step is taken to ensure PPA every week even during periods of staff absence. Very occasionally in extreme circumstances this may mean PPA has to be 'paid back' as soon as possible. Individual staff will always be consulted when this is the case and the most appropriate solution ideally suiting both the teacher and the school will be sought.

Subjects Taught in PPA Time

This policy recognises that it is likely staff covering PPA are likely to have curriculum strengths which it is sensible to maximise for the benefit of the children. This policy also recognises that the class teacher is responsible for the curriculum experience and progress of all children in their class for all subjects.

Teachers will produce Long Term Plans and Medium Term Plans for all subjects including those delivered in PPA time. This is one mechanism of ensuring they maintain the responsibility and overview of the whole curriculum for each child in their class.

The preferred model is that different subjects will be taught over the year during PPA time meaning that the teacher delivers all subjects over the course of the year. This policy recognises that this model may not always maximise the strengths of staff covering PPA and therefore this is a preferred model rather than a direct expectation. It is however directed that Religious Education (RE) must be taught by the class teacher for at least two out of the three terms of each academic year.

Timetables

Each teacher should produce an electronically written timetable during week 1 of each term which clearly indicates the following details:

- Overview of lessons/teaching activities for each day with start and end times
- Daily assembly and collective worship times
- Support staff details
- PPA details (when and who)

Monitoring & Evaluation

Every teacher will be able to provide the appropriate current planning on request in line with agreed timescales outlined in the policy. This may be in paper form or electronic but if needed staff would be able to produce this on the same working day a request was made. Typically several days' notice would be given however planning should always be current and up-to-date in accordance with timescales of this policy.

In the case of absence, teachers will email a copy of their weekly plans to school, whenever possible. When staff are formally observed teaching a lesson they will liaise in advance with regard to planning expectations. The policy will be reviewed every two years or more frequently if deemed necessary. Subject leaders and the whole teaching team will carry out work/planning scrutiny on a regular basis.

Appendices

Appendix A PPA Time Allocation Calculations

School Day

Total Day - 8.55 – 3.30 (3.20 at Spofforth) totals 6 hours and 35 mins (6 hours and 25 mins Spofforth)

Non-teaching time – morning break (15 mins), lunchtime (60 mins) collective worship (15 mins) and registration times (5 mins) totalling 1 hour 35 minutes.

Total daily teaching time 6 hours and 35 minutes – 1 hour and 35 minutes = 5 hours

10% of 5 hours is 30 mins.

Teachers receive 30 mins time for each day worked.

Full time Equivalent FTE	Weekly PPA Time Allocation
0.2 (1 day a week)	30 mins
0.4 (2 days a week)	1 hour
0.6 (3 days a week)	1 hours 30 mins
0.8 (4 days a week)	2 hours
1.0 (5 days a week)	2 hours 30 mins

Appendix B – Wider reading undertaken in relation to forming this policy. Staff may find these useful sources of additional and further information.

Seven Myths About Education – Daisy Christodoulou

Making Good Progress? The future of Assessment for Learning. – Daisy Christodoulou

Why Students Don't Like School – A cognitive scientists answers questions about how the mind works and what it means for the classroom – Daniel T Willingham.

Why Knowledge Matters – Rescuing Children from Failed Education Theories – E.D Hirsch JR

Memorable Teaching - Peps Mccrea

Lean Lesson Planning - Peps Mccrea – **HIGHLY RECOMMENDED READING**

Education Inspection Framework: Overview of Research –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771328/Research_for_education_inspection_framework-final-160118.pdf

Eliminating unnecessary workload around planning and teaching resources – Report of the Independent Teacher Workload Review Group. March 2016.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf

Appendix C – National Curriculum Aims & Purpose Summary

English	
<p style="text-align: center;">Purpose</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>	<p style="text-align: center;">Aims</p> <ul style="list-style-type: none"> ▪ read easily, fluently and with good understanding ▪ develop the habit of reading widely and often, for both pleasure and information ▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ▪ appreciate our rich and varied literary heritage ▪ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ▪ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ▪ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Maths	
<p style="text-align: center;">Purpose</p> <p>Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>	<p style="text-align: center;">Aims</p> <ul style="list-style-type: none"> ▪ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. ▪ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ▪ can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science	
<p style="text-align: center;">Purpose</p> <p>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p>	<p style="text-align: center;">Aims</p> <ul style="list-style-type: none"> ▪ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Art & Design

Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

Purpose

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

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

Design & Technology

Purpose

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

Aims

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

Geography

Purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Languages

Purpose

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

Aims

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Music

Purpose

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

Purpose

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Religious Education

Purpose

Good RE gives our children and young people opportunities to explore the biggest questions of human life in the light of religious, philosophical and spiritual ideas. Learners make connections between religions, beliefs and the experiences that all humans share. RE develops clear, broad and deep thinking about religions and beliefs.

1. RE provokes pupils to consider challenging questions about possible meanings of life, beliefs issues of right and wrong, and what it means to be human.
2. RE encourages pupils to explore their own beliefs and questions of meaning as they learn from different religions, beliefs, values and traditions.
3. RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
4. RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
5. RE offers opportunities to all pupils for personal reflection and spiritual and moral development.
6. RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community.
7. RE enhances pupils, awareness and understanding of the positive and negative influences of religion on individuals, families, communities and cultures.
8. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, RE promotes discernment and enables pupils to combat prejudice.

Aims

In North Yorkshire's schools, Religious Education is concerned to help pupils develop open, sensitive, reflective and critical approaches to understanding humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

1. Acquire and develop knowledge and understanding of Christianity and the other principal religions and beliefs represented in the UK and globally.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs
4. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK
5. Enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs and reflecting on their own beliefs values and experiences.

Personal Social Health & Citizenship Education

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education [will be compulsory](#) in all schools from 2020.

Purpose

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils.

Aims

- develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).