High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Wider Curriculum Policies

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

Approved	Autumn 2026
Next review	Autumn 2027

1. Curriculum Structures

We employ a number of curriculum tools to aid our teachers with the planning and assessment of the learning within the classroom. This allows us to ensure a consistency of approach in all classrooms, while also alleviating teacher workload and making sure that our pupils receive a highly structured knowledge-based curriculum.

	For the subjects below, schools across the Federation use the same tools and programmes of study:	
Core curriculum subjects	Phonics	Little Wandle for Letters & Sounds
	Maths	White Rose Maths
	English – Writing	We Are Wordsmiths [bespoke]
	English – Reading	[bespoke]
	Handwriting	Kinetic Letters
	Spelling	Oak National Academy
Wider curriculum subjects	History	Cornerstones
	Geography	Cornerstones
	Art	Cornerstones
	Design Technology	Cornerstones
	Computing	Barefoot Computing
	RE	Kent Agreed Syllabus
	PE	Get Set 4 PE

	Broadwater Down uses these tools and programmes of study for the following subject areas:	
Wider curriculum subjects	MFL (Spanish)	KaPow!
	Music	KaPow!
	PSHE	Coram Life Education

	Langton Green uses these tools and programmes of study for the following subject areas:	
Wider curriculum subjects	MFL (French)	Rigolo
	Music	[bespoke]
	PSHE	The PSHE Association

All of our planning for all of the subjects is rooted in the National Curriculum Programme of Study and the statutory end of key stage frameworks. However, we expect our pupils to have access to a curriculum which takes those documents as a minimum and challenges them to work on skills and subject content beyond these outlines.

2. What guides our decision making?

Our five point "Anthem" reminds us of our commitment to our pupils and reminds our pupils of the things that are important to us. We call it our anthem because it brings us together as a community, and is focussed on the here and now, not the distant future of a "vision statement".

FIND YOUR CROWD	• Inclusive • Welcoming • Respectful • Empathetic	• Collaborative • Understanding • Diversity
The best teams are built on shared values and interests, but they thrive on the richness of diverse backgrounds and perspectives. What unites them is trust, mutual respect, and a common purpose. At the High Rocks Federation, we believe that understanding others helps us better understand ourselves. By exploring different experiences and engaging with the world around us, we learn about our place in society. We are committed to fostering a community rooted in diversity, empathy, and equality, where everyone feels welcome, included, and empowered to connect.		
FIND YOUR STORY	• Self-aware • Ambition • Aspiration • Voice • Destiny	• Path • Own the past • Shape the future • Positive
A journey through a High Rocks school is more than just learning about the world around us; it's also a deeply personal adventure. Here, pupils gain the skills to understand themselves and collect the stories that shape their lives. By discovering who they are, our pupils learn to take charge of their own destinies, write the narrative of their lives, and—if they choose—make their voices heard in the world beyond our school gates.		
FIND YOUR HEART	• Kindness • Love • Soul	• Nurture • Beauty • Emotional literacy
Kindness is too often underestimated as a powerful force for change. At the High Rocks Federation, we believe in the impact of small, thoughtful acts and the ripple effect even one can create. We teach children to see and celebrate the beauty and love in the world around them through art, poetry, literature, dance, and music. The arts empower every pupil, opening doors to new possibilities, offering windows into the lives of others, and reflecting the unique soul of each individual.		
FIND YOUR FIRE	• Real • Driven • Energy • Focussed	• Courage • Desire to learn • Excellence
We all need something that inspires us, sparks our curiosity and captures our imagination. Learning should connect with the real world, making children eager to discover new experiences and develop new skills. At the High Rocks Federation, we champion courage over mere resilience. To us, courage means facing challenges head-on, with positivity and enthusiasm, rather than simply enduring. It's about meeting the world with a spark, not just surviving it. Children at our schools are prepared for the challenges of the future with drive, energy and courageousness.		
FIND YOUR MAGIC	• Imagination • Wonder • Curiosity	• Playful • Enriching • Alchemy
At the High Rocks Federation we want to preserve the wonder and magic with which children see the world. We want to enhance and enrich their experiences and understanding through curiosity, imagination and playfulness. The learning process itself involves a certain alchemy, blending neurological understanding with a spark of personality and wonder. We believe in the transformative power of education which will unlock pupils' potential, unleash their spirit and shape their future.		

Art Policy

INTENT:

Why do we teach Art?

Art and other expressive arts are a means by which children explore complex ideas, feelings and emotions, as well as a technical subject requiring skill and craft. For many children, this is also a source of pleasure and pride which can boost their confidence and skill in other subjects.

The High Rocks Federation recognises that great art is one of the attributes that makes human beings unique. We believe that our pupils should have access to a wide range of high-quality art opportunities and the space to share, discuss and evaluate works of art.

Aims:

The aims and values of the High Rocks Federation art curriculum encompass those described in the National Curriculum:

- 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.

IMPLEMENTATION:

Schools within the Federation use the Cornerstones resources to structure and sequence our art curriculum. The progression of skills and knowledge has been well-considered to ensure that pupils build increasingly sophisticated understanding:

> The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.
>
> Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, *Beautiful Botanicals* has been placed in the same teaching sequence as the science project *Plant Nutrition and Reproduction.*
>
> Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms.
>
> Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

(Cornerstones Curriculum Art and Design Overview)

In high-quality Art lessons we expect to see:

- Significant modelling and demonstration from the teacher
- A high standard of subject knowledge, both of skills/techniques and of knowledge or art and artists
- Good pace to use time effectively within the lesson

- Evidence of challenge for the most able pupils and support for pupils who find the lesson challenging
- High expectations for the outcomes of the lesson

Evidence of Art lessons:

- **Topic books:** Any art that children create linked to their Cornerstones projects will be displayed in their topic books. Topic books will also feature a front cover designed by the children over a series of lessons and presented to a high standard.
- **Art display books:** Each year group collects samples of art work by a range of children throughout the year and displays them in a collective portfolio documenting the skills and processes that the children have learned.
- **Displays around the school:** Children's art is frequently used to decorate communal spaces and display boards around the school. These are designed to celebrate the work that our pupils produce with the wider community.
- **Art galleries and presentations to audiences:** We encourage our children to share their creations with wider audiences wherever possible. This may be through celebration assemblies or to other children, or even to parents and other adults from outside of the school.

IMPACT:

Verbal feedback during art lessons is the key strategy for providing feedback to our pupils. Teachers use questioning and constructive criticism to develop pupils' skills and knowledge.

Art is a very flexible subject which lends itself to cross-curricular work. Our pupils use their art skills and knowledge across the rest of the curriculum subjects and are provided opportunities to show their ability to reapply their understanding.

Teachers make a summative judgement about pupils' art skills at the end of the academic year, based on their progress through the curriculum in comparison with a series of assessment descriptors.

Pupils leave our schools with a genuine love and appreciation of art and for the process of creating their own art. They approach the creation of artwork with a growth mind-set attitude and can give kind, specific and constructive criticism of the work of others.

Computing Policy

INTENT

Why do we teach Computing?

Computing plays a major role in shaping the world in which we live. It allows us to educate, support and communicate with others around the globe. At schools within the High Rocks Federation, our aim is to develop the children's understanding of the subject, experiment with new resources and build a resilience when learning new skills in an ever-evolving field. These three aspects of teaching are designed to prepare the children for the world of work.

Aims and objectives:
The national curriculum for computing aims to ensure that all pupils:

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

IMPLEMENTATION

The Barefoot Computing programme is focused on three key elements: online safety & digital well-being, computational thinking and computer science.

Digital Well-Being:
Our online safety teaching is supplemented and supported by the 'Education for a Connected World' framework which splits the teaching of internet safety into 8 separate strands:

Self-image and identity	Online relationships	Online reputation	Online bullying
Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership

Computational Thinking

Computational thinking is about looking at a problem in a way in which a computer can help us to solve it. This is a two-step process:

1. First, we think about the steps needed to solve a problem.
2. Then, we use our technical skills to get the computer working on the problem.

Computational thinking is the building blocks of our digital world, with the concepts forming the basis of much computer science. Computer scientists are interested in finding the most-efficient ways to solve problems, maximising accuracy and minimising resources (e.g. time / space). They look for solutions which can be applied elsewhere to save resources in the future.

Plenty of other people benefit from computational thinking, and not just when using computers themselves. A team of software engineers creating a new game is not really so different from teachers working together on a school play: in each case, it's necessary to identify the key steps or rules for getting a complex task done, thereby breaking it down (decomposing it) into smaller, more-manageable parts. It can also be helpful to consider the ways in which previous projects were successfully accomplished.

Computational thinking involves six different concepts and five approaches to working. The computational thinking concepts are:



The computational thinking approaches are:



Computer Science

Computer science encompasses the theory, design, development and use of computer systems. It is a broad field which includes, but is certainly not limited to, the development of computer components, the development of computer systems and networks, and programming. Computer science makes close links with subjects such as maths, logic and science.

Throughout the primary curriculum, pupils learn how to use a range of 'programming languages'. This includes developing computational-thinking skills associated with the process of programming, such as algorithms and decomposing problems into a sequence of steps and using logical reasoning to predict outcomes.

As pupils progress, specific knowledge and understanding relating to programming is defined, for example the use of sequence, selection, repetition and variables. In addition, pupils learn about the workings of computers and computer networks such as the internet.

IMPACT

We assess the children's work in computing whilst observing them working during lessons. In doing so, this highlights implications for future teaching and informs future planning within the subject.

Formative assessment occurs on a lesson-by-lesson basis determined by the L.O. Formative assessments can also take the form of topic quizzes or evaluation against end of topic projects. The children are finally marked against the computing curriculum, in order to provide a final summative assessment that is presented to parents.

Monitoring

The subject leaders and the senior leadership team monitor the teaching, learning and assessment of computing regularly throughout the year through:

- Phase meetings
- Book looks
- Informal learning walks
- Formal observation
- Discussions with pupils

Design Technology Policy

INTENT

Why do we teach Design Technology?

Across the High Rocks Federation we ensure Design Technology is a subject whereby children are immersed in an inspiring, rigorous and practical subject. Design Technology helps to prepare children for the developing world. The subject encourages children to become creative problem solvers, both as individuals and as part of a team. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become informed consumers and potential innovators. The planning and teaching of Design Technology is intended to support and engage pupil's creativity as well as the technical understanding to develop their own ideas.

The aims and values of the High Rocks Federation design technology curriculum encompass those described in the National Curriculum:

- 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.

IMPLEMENTATION

Schools within the Federation use the Cornerstones resources to structure and sequence our DT curriculum. The progression of skills and knowledge has been well-considered to ensure that pupils build increasingly sophisticated understanding:

The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills.

Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure the links between the subjects are highlighted.

Where possible, meaningful links to other areas of the curriculum have been made. For example, the cooking and nutrition project *Eat the Seasons* is taught alongside the geography project *Sow, Grow and Farm*. All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school.

All projects contain focused, practical tasks in the Develop stage to help children gain the knowledge and skills needed to complete their Innovate tasks independently.

Throughout Key Stages 1 and 2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the projects, children are taught to work hygienically and safely.

(Cornerstones Curriculum Design Technology Overview)

In high-quality DT lessons we look for:

- Children being able to express their creativity independently.
- Quality first teaching that challenges the most able and supports those who find DT a challenge.
- A high standard of subject knowledge, both of skills/techniques and of knowledge of Design and artists.
- The modelling of good practice and highlighting safety considerations.
- Children understanding and review their own learning.
- Lessons that Inspire and produce inquisitive and curious learners.
- High expectations for differentiated outcomes.

Evidence of DT lessons

Topic books: Any Design Technology projects that children are working on, linked to the Cornerstones projects will be displayed in their topic books, showing individual progress.

Art display books: Each year group collects samples of artwork by a range of children throughout the year and displays them in a collective portfolio documenting the skills and processes that the children have learned. Although this is mainly for Art, Design Technology is also featured in these books where appropriate.

IMPACT

Questioning is a key strategy used during DT lessons to develop pupils' skills and knowledge. Constructive criticism is used to motivate children to produce the best they possibly can.

DT is a very flexible subject which lends itself to cross-curricular work. Our pupils use their DT skills and knowledge across the rest of the curriculum subjects and are provided opportunities to show their ability to reapply their understanding. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

To support teacher judgements, samples of work will be monitored and shared to ensure coverage and the consistent progression of skills and knowledge throughout the school. Teachers make a summative judgement about pupils' Design Technology skills at the end of the academic year, based on their progress through the curriculum.

Monitoring

The subject leaders and the senior leadership team monitor the teaching, learning and assessment of Design Technology regularly during the year through:

- Phase meetings
- Book looks
- Informal learning walks
- Formal observation
- Discussions with pupils

Geography Policy

INTENT

Why do we teach Geography?

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together," Barack Obama.

Geography is about understanding the world by: comparing locations; investigating; researching different sources; writing and talking about places; asking and answering questions. The study of geography stimulates an interest in and a sense of wonder about places, people and the environment. It helps young people make sense of a complex and dynamically changing world and how society, the economy and environment combine to bring about change.

The High Rocks Federation aims to develop the children's understanding of the subject, experiment with new resources and build a resilience when learning new skills. Our creative and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future. We encourage our children to grow into responsible citizens and learn the skills and attitudes required for life in the 21st century.

Aims and objectives

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

- 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.

IMPLEMENTATION

Schools within the Federation use the Cornerstones resources to structure and sequence our Geography curriculum. The progression of skills and knowledge has been well-considered to ensure that pupils build increasingly sophisticated understanding:

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines.

Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using CurriculumPRO.

Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project *School Days* after studying types of settlements in the geography project *Bright Lights, Big City*.

All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

(Cornerstones Curriculum Geography Overview)

Both KS1 and KS2 are supplied with the appropriate resources in order to fully access the curriculum. Age appropriate atlases are provided to help with locational knowledge as well as laptops and iPads in classrooms to support independent learning; encouraging research, and allowing for the creative use of ICT in all subjects. Digital projectors, interactive whiteboards and visualisers are positioned in all classrooms and are used as a teaching and learning resource across the curriculum.

IMPACT

We assess the children's work in geography whilst observing them working during lessons. We record the progress made by children against the skills and knowledge included in the geography curriculum. In doing so, this highlights implications for future teaching and informs future planning within the subject.

Formative assessment occurs on a lesson-by-lesson basis determined by the learning objective. Formative assessments can also take the form of topic quizzes or evaluation against end of topic projects. In the summer term, teachers make a final summative assessment based on the evidence that they have collected over the course of the year about a child's geographical understanding. This summative assessment is shared with parents in the end of year report.

Monitoring

The subject leaders and the senior leadership team monitor the teaching, learning and assessment of Geography regularly throughout the year through:

- Phase meetings
- Book looks
- Informal learning walks
- Formal observation
- Discussions with pupils

History Policy

INTENT

Why do we teach History?

"A people without the knowledge of their past history, origin and culture, is like a tree without roots." Marcus Garvey

History as we know it has shaped our own present time. It gives us a sense of identity, set within our social, political, cultural and economic relationships. As a result, the study of history at schools within the High Rocks Federation is designed to give an in depth understanding of chronological knowledge, different interpretations of key events and provide wide historical knowledge and understanding. The history curriculum is intended to fire the children's curiosity about the past in Britain and beyond and plays an essential part in preparing them for living and working in the contemporary world.

During history lessons, pupils see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. Our creative and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future. We encourage our children to grow into responsible citizens and learn the skills and attitudes required for life in the 21st century.

Aims and objectives:
The national curriculum for history aims to ensure that all pupils:

- 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

IMPLEMENTATION

The High Rocks Federation uses the Cornerstones resources to structure and sequence our History curriculum. The progression of skills and knowledge has been well-considered to ensure that pupils build increasingly sophisticated understanding:

> The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.
>
> The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.
>
> Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project *Dynamic Dynasties* is taught alongside the art and design project *Taotie* to give children a better all-round understanding of ancient Chinese arts and culture.
>
> All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

(Cornerstones Curriculum History Overview)

Teachers are encouraged to bring history learning to life as much as possible. Visits are planned to enhance learning and give hands on activity. Digital projectors, interactive whiteboards and visualisers are positioned in all classrooms and are used as a teaching and learning resource across the curriculum. Cross-curricular exploration of ideas and themes is also encouraged to further enhance immersive learning, vocabulary and language experiences and the children's emotive responses to History learning.

IMPACT

We assess the children's work in history whilst observing them working during lessons. We record the progress made by children against their progress through the curriculum. In doing so, this highlights implications for future teaching and informs future planning within the subject.

Formative assessment occurs on a lesson-by-lesson basis determined by the learning objective. Formative assessments can also take the form of topic quizzes or evaluation against end of topic projects. In the summer term, teachers make a final summative assessment based on the evidence that they have collected over the course of the year about a child's historical understanding. This summative assessment is shared with parents in the end of year report.

Monitoring

The subject leaders and the senior leadership team monitor the teaching, learning and assessment of History regularly throughout the year through:

- Phase meetings
- Book looks
- Informal learning walks
- Formal observation
- Discussions with pupils

Music Policy

"If there is something to be changed in this world, then it can only happen through music." -Jimi Hendrix

INTENT

The art of music is the aesthetic organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture within a variety of structures. Music stimulates complex thinking which requires high levels of precision. It demands commitment and imaginative decision making. It is a powerful medium for communication between people of different ages, cultures and social backgrounds. Musical skills are transferable, promoting high level intellectual and physical attainment and evoking profound emotional response.

Successful participation in music develops pupils' self-esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community.

The key objectives of our music curriculum are:

- To develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising.
- To develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places.
- To develop pupils' independence, self-esteem, motivation and empathy in regard to working individually and with others to express themselves through music.

IMPLEMENTATION

We provide an integrated approach to teaching the knowledge, skills and understanding of music. Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of the pupils.

Teachers recognise when to:

- encourage, inspire, direct, let go;
- observe, help, advise, instruct;
- prepare, lead, appraise;
- participate in and share musical experiences;
- control and enhance learning environments;
- make best use of all available resources;
- develop strengths and gifts;
- nurture talents and celebrate achievements.

Teachers adapt medium term music planning to reflect the links that can be made with the life of the wider school community. Music lessons may contribute towards a whole school project or event; they will reflect the personal interests of the children in the class; and they will respond proactively to the strengths and needs of the pupils.

Music is a feature of our multi-facet culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being. Experiences in one curriculum area can stimulate and enrich work in another. Consequently, curriculum planning for music is linked to other areas of the curriculum where appropriate but includes independent subject-based progression of skills and experience. Thus, in devising a activities to support the scheme of work for music, natural links with other areas of the curriculum are exploited wherever possible and key skills and concepts are emphasised as appropriate.

At **Broadwater Down**, Kapow Primary Music is used to support the teaching of music. Music is taught by class teachers across the strands of: • Listening & evaluating • Creating sound • Notation • Improvising & composing • Performing	At **Langton Green**, we use a bespoke curriculum developed in conjunction with our specialist teacher and validated by Music Mark to ensure the highest quality. Music is taught across the strands of: • Singing • Listening & Appraisal • Composing • Performing & musicianship • Music Theory

IMPACT

Formative and summative assessment are used in Music throughout the year to ensure that pupils make good progress through the curriculum. Opportunities are provided for more able pupils to demonstrate their skills and understanding, and differentiated resources are used to support pupils as required.

End of year summative assessment is informed by the teacher's knowledge of the pupils and other evidence that teachers have accrued over the course of the year.

Modern Foreign Languages Policy

INTENT

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. In KS2 classes across the High Rocks Federation we seek to inspire children to study languages further in the future.

Aims

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

IMPLEMENTATION

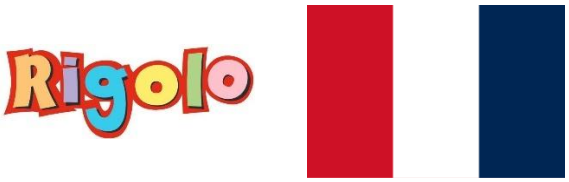
The teaching of a modern foreign language will provide an appropriate balance of spoken and written language. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus will be on practical communication.

Pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions
- express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar
- words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in another language
- broaden their vocabulary and develop their ability to understand new words that
- are introduced into familiar written material
- write phrases from memory, and adapt these to create new sentences
- describe people, places, things and actions orally, and in writing
- understand the basic grammar of another language

Programmes of Study

The teaching of MFL is delivered with support from a commercial programme. This supports teachers in terms of subject knowledge and workload, guaranteeing that their focus is on the delivery of quality language teaching.

	
At **Broadwater Down**, Kapow Primary is used to support the teaching of **Spanish** as a modern foreign language.	At **Langton Green**, Rigolo is used to support the teaching of **French** as a modern foreign language.

Both programmes are supported by high-quality online resources to support teachers with pronunciation and delivery. Further CPD is available and we have staff who are confident speakers of both languages in the relevant school.

IMPACT

Formative and summative assessment are used in MFL throughout the year to ensure that pupils make good progress through the curriculum. Opportunities are provided for more able pupils to demonstrate their skills and understanding, and differentiated resources are used to support pupils as required.

End of year summative assessments are made using evidence of pupil skills, knowledge and understanding that teachers have accrued over the course of the year.

P.E. Policy

The High Rocks Federation understands the value of high quality Physical Education (PE) and sporting opportunities. This policy reflects the Federation's values and curriculum principles in relation to the teaching of PE. It sets out our intention, implementation and the impact that PE will have on our pupils.

INTENT

The aims of PE at schools within the Federation:

- We aim to encourage children's interest in sports and being active through providing a wide range of sporting activities within PE lessons and during after school clubs.
- We aim to give the children the skills and knowledge so that they are able lead healthy and active lives.
- We aim that through PE we can promote an encourage values such as respect, teamwork, integrity and perseverance.

In Early Years and Key Stage 1, our focus is teaching children fundamental movement skills and providing children with a variety of opportunities to improve and challenge their agility, balance and coordination. Pupils are able to engage in competitive sports to encourage teamwork, resilience and communication. As stated in The National Curriculum, pupils in Early Years and Key Stage 1 will be taught to:

- Master basic movements and develop balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

In Key Stage 2, we focus on implementing the fundamental movements skills that the pupils learnt in Early Years and Key Stage 1 and developing a broader range of skills. The pupils are taught to evaluate and improve their own performance as well as recognise their own sporting success. They will communicate, collaborate and compete with each other, using the values such as respect and teamwork that they have developed in Key Stage 1. As stated in The National Curriculum, pupils in Key Stage 2 will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games (modified where appropriate) and apply basic attacking and defending skills.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges as an individual and within a team.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of least 25 metres using a range of strokes. Pupils will also be taught to perform safe self-rescue in different water based situations.

IMPLEMENTATION

PE will be taught through a range of different ways in order to cater to different pupils' learning styles. The teacher will teach through demonstration, explanation and instruction by the teacher to the class

groups or individuals. There will be practical activity and discussion with peers or with the teacher. Pupils will consolidate and practise fundamental skills, gross and fine motor skills. We use qualified coaches to provide current and high-quality PE learning. We offer, to an extent, high-quality provision through after school activities.

A high-quality lesson should include:

- The pupils warming up safety
- The teaching of skills and techniques
- The application and adoption of learnt skills in games activities
- Modelling of correct technique
- The use of correct and specific technical vocabulary
- Performance and self or peer evaluation
- Teaching the pupils to cool down safely

GET SET 4 PE:

Class teachers and specialists have access to the Get Set 4 P.E. resources to guide the planning and delivery of PE lessons. Each lesson plan has progressive activities that are designed to inspire and engage pupils, allowing them to explore and develop skills and embed knowledge. The lessons are accompanied by supporting resources including resource cards, skills videos and music. Teaching points appear throughout to help teachers with their subject knowledge and differentiation tasks provide activities with simple changes to appropriately challenge all pupils.

IMPACT

Summative and formative assessment in PE is carried out by the teacher leading the class, either the class teacher or the PE specialist. Verbal feedback will be given to pupils via the class, the teacher or by peers. Formative assessment through observation and peer assessment is guided by required learning outcomes.

Evidence for pupil learning in PE is a portfolio of evidence including:

- Direct teacher observation
- Pupil self-reflection
- Engagement with sessions and extra-curricular activities
- Photos and other electronic recordings
- Some occasional written work

P.S.H.E. Policy

"I want to make sure that our children are able to grow up to become happy and well-rounded individuals who know how to deal with the challenges of the modern world. Part of this is making sure they are informed about how to keep themselves safe and healthy and have good relationships with others"

- Damian Hinds, Education Secretary, 2018

INTENT

Across the High Rocks Federation, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the Relationships Education Policy for further details of how we meet this responsibility.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

Aims and Objectives

PSHE education at schools within the Federation aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

IMPLEMENTATION

PSHE will be delivered by the class teacher. PSHE may be delivered using a multi-sensory approach. Visiting professionals may provide talks/workshops to pupils. PSHE values are also introduced and explored in assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the Pupil Voice Committee and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and

content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

PSHE also forms a part of the Relationships education, R.E. and Science curriculum.

At **Broadwater Down**, the Coram Life Education SCARF programme is used to guide the teaching of PSHE.	At **Langton Green**, the PSHE Association model is used to guide the teaching of PSHE.

These provide a question-based approach to learning with a focus on the following elements:

- Health and Wellbeing
- Relationships
- Living in the Wider World

IMPACT

Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is noted and discussed with class teachers and brought to the attention of all staff if necessary in staff meetings.

Class teachers can also use PSHE lessons to address specific issues or concerns bespoke to particular classes based on their behaviours, relationships, interactions or current affairs as the need arises.

Monitoring the standards of children's work and the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The subject leader will also offer support and advice to colleagues in the teaching and learning of PSHE and will continually update resources and appropriate current tools to aid teaching.

R.E. Policy

INTENT

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. It involves Learning About Religion i.e. understanding what religious people believe and do, and how they express themselves (Attainment Target 1); and also Learning From Religion i.e. making sense of who we are, of life, and of right and wrong (Attainment Target 2). We encourage respect for religious commitment and for those holding different beliefs.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Schools within the High Rocks Federation deliver RE in line with the Kent Agreed Syllabus produced by RE Today Services.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

In Religious Education, schools within the Federation aim that pupils might: -

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and consider how the world's religions have responded to them.
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

IMPLEMENTATION

At the High Rocks Federation, we view RE as an integral part of the creative curriculum. In order to make religious education a lively, active subject we employ a variety of teaching methods including discussion, the development of thinking skills, drama through freeze frames etc. the use of artefacts, pictures, stories, use of periods of stillness and reflection and appropriate visits to a variety of places of worship. Where possible we try to weave RE into the theme of our class learning journeys to ensure cohesion and relevance.

The scheme of work followed is based on the Kent Agreed Syllabus. As a source of ideas and teaching strategies we also use the Canterbury Diocesan Scheme and the Rochester Diocesan Scheme. Cross curricular work is greatly encouraged, and cross curricular links are identified with other subjects where possible.

The Kent Agreed Syllabus is taught based around the three strands of believing, expressing and living which children are encouraged to connect their learning to. It has a focus on systematic study of individual religions to prepare pupils for thematic study, where they can compare religions. It allows pupils to encounter diverse examples of religion and worldviews and creates a space for

pupils' own beliefs and views to be expressed with respect. This curriculum encourages pupils' personal development and understanding and reflects on how they can apply their learning to their own lives and communities.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The Right of Withdrawal from RE

Schools with the High Rocks Federation wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the executive headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at any of the schools within the Federation.

IMPACT

This is in accordance with the school policy on assessment. It is expected that each teacher will be responsible for the regular assessment of his or her pupils and use this to inform future short-term planning.

The agreed syllabus provides descriptions of levels of attainment which are used to assess pupils' standards and monitor their progress. We undertake to make individual and accurate comments on each pupil's progress in RE to parents, based on regular monitoring of work using the level descriptors within the agreed syllabus.