

## **Subject Leadership Statements of Intent Autumn 2019/2020**

### **Art & Design – Subject Lead: Mrs Minnis**

The National Curriculum for Art and Design aims to engage, inspire, and challenge pupils. It aims to equip children with the knowledge and skills needed to experiment with and create their own works of art and design. At Heswall Primary School, we aim to implement this through a rich cross-curricular approach, which is both purposeful and reactive to current events; locally and globally. We believe that Art and Design can enhance all subject areas, and that all children can express themselves through an art curriculum which is delivered with compassion, and an understanding of the needs and interests of every child.

At Heswall Primary School we use the Rainbow Curriculum to ensure the children are progressing in the skills needed for Art and Design. This allows us to cater for the differing levels of creative abilities, and as they progress they will be encouraged to develop their control and finesse. Each child in Key Stage 2 will have their own sketch book to design, practice and develop their art work in. These will then evidence a progression of skills throughout the school year. In addition to this, every class will have a class sketchbook in which the children can develop their creativity and nurture their imagination. Every child will share their work with their peers, which will then allow the children to evaluate and analyse creative works, becoming increasingly confident with their use of the language of art, craft and design.

The impact of Art and Design is judged through a combination of pupil interviews, children's work, teacher evaluations, data including attendance at clubs and through the analysis of skill development in the Rainbow Curriculum (Bloom's Taxonomy).

### **Computing – Subject Leader: Mrs S Griffiths.**

At Heswall Primary School, we intend to prepare our children to be confident and competent within a world that is heavily shaped by technology.

We recognise that our children, like many others, are using technology on a daily basis at home and at school therefore, within our curriculum, we aim to develop knowledge, understanding and confidence to ensure our children go through education and beyond being able to apply the computing skills they have learnt in everyday situations. At Heswall Primary, key skills in computing have been mapped across the school to ensure a progression of skills between year groups using the Rainbow Continuum (Blooms Taxonomy).

We intend for our children to develop their speaking and listening skills, within the computing curriculum, by using a range of different software where children of all ages can find, analyse and present information and further evaluate their presentations. We intend to create independent learners that, as their skills develop, can further enhance and deepen the children's access to the curriculum using technology to research, programme, organise and present their learning.

We aim to develop independent learners who are fluent in their understanding of computer science by teaching them how to use a range of programs where they are able to design, create and evaluate their work using specific vocabulary.

We ensure our children are taught the importance of safe internet use during computing lessons but also in our P.S.H.E curriculum. In every year group, e-safety is a key focus and we are proud that a vast majority of our children have the knowledge and understanding of

how to stay safe online. We promote the importance of using technology safely and respectfully through our curriculum.

Our ambition, for our children, is for them to leave us developing their digital literacy and being able to safely use technology and develop their ideas through information and communication technology, which they will be able to apply to their further education and future career to become masters of technology in the rapidly changing digital world.

The impact of Computing is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations, data including attendance at clubs and through the analysis of skill development in the Rainbow Curriculum (Bloom's Taxonomy).

### **Design and Technology – Subject Lead: Miss Y Blair**

The National Curriculum for Design and Technology states that the subject is “inspiring, rigorous and practical”

Design and Technology aims to encourage children to become creative problem solvers, both as individuals and as part of a team. The study of design and technology should assist children in developing a greater awareness and understanding of how everyday products are designed and made, while also allowing them to use their imagination and creativity to design and make a range of products. Children will build and apply the knowledge and skills needed to design high-quality products. They are given the opportunity to understand nutrition and learn how to cook. Design and Technology helps all children to become discriminating and informed consumers and potential innovator.

At Heswall Primary, key skills and key knowledge for D and T have been mapped across the school to ensure a progression of skills between year groups using the Rainbow Continuum (Blooms Taxonomy), while also requiring children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons and we will evaluate past and present design and technology and the ways that they have influenced modern society. This will allow our children to have a more critical approach to their own designs and creations.

Throughout their time at Heswall Primary children will be encouraged to take risks when designing and making their products; Lessons will be hands on and engaging, with the children having access to lots of resources and materials. They will be encouraged to think critically in order to evaluate their past prototypes and when testing their current designs, which will allow the children to build upon their artistic skills and become more resourceful.

We want the children at Heswall Primary to aspire to be more through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

The impact of DT is judged through a combination of pupil interviews, children's work, teacher evaluations, data including attendance at clubs and through the analysis of skill development in the Rainbow Curriculum (Bloom's Taxonomy).

### **Geography - Subject Lead: Mrs H Morton**

It is the intent of our school to provide the children with an inspiring and exciting Geography curriculum, filled with topics that enable them to explore both the world immediately around them and foster their curiosity about the wider world. We want children to realise that they can be agents of change and encourage them to act with compassion and responsibility in protecting the world they live in.

Through an immersive and integrated topic-based curriculum, our children will be provided with exciting opportunities to extend their geographical knowledge, develop their fieldwork skills and experience a range of physical and human environments for themselves. Our curriculum is flexible and reactive to current events, providing children with a relevant and rounded experience that will help them to deepen their understanding. Our Geography curriculum will be supported by Global Goals that give significance and relevance to each topic. This will enable children to have an active role in the conservation of the environment and protecting the world they live in. It will also incorporate the Rainbow Continuum, which allows children to progress and develop geographical skills across every area of the curriculum. These skills will include use of maps, developing geographical understanding of different countries around the world and studying local environments. All learning will be united through a Talk for Writing approach that is inclusive of all children.

The curriculum will allow our children to compare their place in the world to those of others and will develop their sense of identity. The children will realise that they have an important part to play in shaping the world they live in and that they can make positive changes to improve the environment. Our children will have a coherent and thorough understanding of each topic and they will develop skills across every area of the Geography curriculum.

The impact of Geography is judged through a combination of pupil interviews, children's work, teacher evaluations, data including attendance at clubs and through the analysis of skill development in the Rainbow Curriculum (Bloom's Taxonomy).

### **History - Subject Lead: Mrs H Morton**

In our school, it is our intention for children to develop a sense of awe and wonder at the scale of human history and an awareness of how the smallest actions can have the greatest consequences. We want our children to be passionate about uncovering the past, fascinated by the historical evidence left today and inspired by the actions of significant historical figures. It is our aim to provide a curriculum that enables children to acquire an understanding of the rich heritage that they are a part of, and to explore their cultural and social history

Our History topics are carefully chosen and delivered through a cross curricular approach, so that all children will enjoy an immersive, fulfilling and rich experience of learning about the past. Our children will undertake a range of topics that span the course of history, from the Pre-History of the Stone Age and the ancient civilisations of Greece to the legacy of the Romans and the outbreak of World War II. Underpinned by Global Goals, investigation will be an essential component, allowing children to delve into the past and make their own discoveries. The Rainbow Continuum will be incorporated, which allows children to develop skills across every area of History, to include historical awareness, chronological understanding and enquiry. All the children's learning will be delivered through an inclusive Talk for Writing approach.

The curriculum will allow our children to become excited about the past and to realise that they have a part to play in affecting positive change for the future. Our children will display a willingness to extend their own learning by taking opportunities to uncover their own history and being excited about uncovering the past. We strive for every child to have a detailed understanding of each topic they undertake and for them to develop their skills across every area of the History curriculum.

The impact of History is judged through a combination of pupil interviews, children's work, teacher evaluations, data including attendance at clubs and through the analysis of skill development in the Rainbow Curriculum (Bloom's Taxonomy).

## **Languages – Subject Lead: Mrs J Courtenay**

At Heswall Primary School, the main language taught in Key Stage Two is French although there will be experiences of other languages at times such as Spanish, Mandarin and German sessions in Key Stage One. It is the intention that all children in KS2 will access quality teaching of French by a specialist language teacher in order to adequately prepare and lay the foundations for education beyond the primary phase. We wish to encourage pupils' curiosity and deepen their understanding of the world beyond the United Kingdom, giving them experiences of other cultures. Our aims in teaching a language:

- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and stimulating.
- To encourage children's confidence and creative skills.
- To stimulate and encourage children's curiosity about language.
- To encourage children to be aware that language has a structure and that the structure differs from one language to another.
- To help children develop their awareness of cultural differences and similarities in other countries.
- To develop listening, speaking (basic conversations), reading and writing skills.
- To lay the foundations for future language learning.

The impact of Languages is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations and displays.

## **Literacy – Subject Leads: Mrs Minnis, Mrs Bolton**

- Early Reading

At Heswall Primary, we strive to develop the full potential of all our pupils so they become confident, literate readers. If children are to develop as competent, fluent readers it is essential that they have secure understanding of letters and sounds. Phonic skills are essential to developing competent and assertive readers. At Heswall Primary, we follow the systematic approach of Read Write Inc.

As children progress through school, they will learn all the 44 sounds and the corresponding letter groups. Pupils will be explicitly taught the skill of oral blending is vital for the initial stages of early reading. Children will rapidly progress to blending sounds together to help them read CVC words. Blending is initially through assisted blending until the children are ready to blend more independently. Children will learn digraph and trigraph sounds throughout Early Years and Key Stage 1.

As children become confident at blending sounds, they are taught the skill of blending sounds mentally and at speed by the use of the RWI system of 'Fred talk' and 'Fred in your head'. Children will be exposed to 'alien' words throughout Reception and Year 1, and Year 2/3 if a child is yet to pass the compulsory phonic screening.

To support their reading skills, children will use elements of Talk for Writing and Talk Boost. They will read and have beautiful books read to them. Children will have access to a large range of high quality books.

This consistent and rigorous approach will provide our children with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. We will ensure parents are supported from an early stage to ensure they know how to best support their children with early reading.

The impact of Early Reading is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations, data, progression through appropriate assessment.

- **Reading**

At Heswall Primary, we want to foster a lifelong love of reading by immersing our children in a broad range of literature across **all** curriculum areas. We believe reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Reading is a key life skill and we strive to embed a culture of reading into the core of everything we do. Our Talk for Writing approach, encourages children to build an ambitious and advanced vocabulary - this in turn gives them the word power they need to become successful speakers and writers, as well as confident readers.

Reading 'beautiful books' is implicitly interwoven into our curriculum through the use of key 'vehicle' texts, used to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach. We encourage authors and writers to visit our children and run themed events to encourage the children to realize the exciting possibilities of reading and writing. We consistently strive to introduce new and exciting genres through; class reading books, library loans, visits from local booksellers, pupil and teacher recommendations and by providing high quality reading areas in every classroom.

In Key Stage 1, we provide many additional opportunities to the Read, Write Inc. Phonics scheme, to allow the children to read both independently, as a class and on a 1-1 basis. Our TFW approach, encourages children to learn, imitate and perform themed texts, allowing them to gain deeper knowledge and understanding of each text studied. This process enables them innovate in their own writing, using complex story structures, ambitious vocabulary and creative characterisation.

In Key Stage 2, in addition to following the TFW process, all pupils follow a whole class guided reading approach. A majority of the texts we use, complement and enhance our topic work, allowing the children to gain greater context for their learning. Pupils who still need further reading support are offered additional interventions.

We recognise the importance of a strong parent-school partnership in the development and enhancement of reading and use homework tasks, reading logs and reading incentive schemes, such as 'Extreme Reading', to promote reading at home.

The impact of Reading is judged through a combination of pupil interviews and attitudes, consideration of the language children use in conversations, children's work, teacher evaluations, data, progression through appropriate assessments, test analysis scrutiny.

- **Writing**

Creating opportunities for our pupils to write purposefully, is at the heart of teaching and learning at Heswall Primary. Our contextualized curriculum creates a wealth of possibilities for pupils to express their thoughts in a range of written styles, across all curriculum areas. Using the TFW approach, our children are exposed to a range of 'beautiful books', modelled writing and exemplar texts, across many different genres and subject areas. Immersion in

these texts, allows children to embed ambitious vocabulary choices, text patterns and promotes high standards of writing across the curriculum. This exposure, across all curricular areas, encourages a range of writers and writing styles, allowing boys (a key focus for development) to be highly engaged in their writing. Writing is a crucial skill that has a high profile across all year groups. Teachers activity seek opportunities to celebrate writing through; sharing outcomes with a wider audience, writing to outside agencies, displaying writing and entering competitions.

We hope our pupils leave Heswall Primary with; a love of writing, a recognition of the power of beautiful words and the certainty that they are able to communicate effectively across many genres.

The impact of Writing is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations, data, progression through appropriate assessments, moderation and analysis scrutiny.

### **Mathematics – Subject Lead: Mrs J Courtenay**

At Heswall Primary School, we strive towards shaping assured, happy and resilient mathematicians who relish the challenge of mathematics. The children shall demonstrate mastery, making connections not only across the maths curriculum but also across other subject areas too. Mathematics is an integral part of all aspects of life and, with this in mind, we endeavour to ensure that our pupils develop a positive, enthusiastic and resourceful attitude towards Mathematics that will stay with them as they move onto their secondary education and beyond. These tools include making connections, logical reasoning, and the ability to think in abstract ways. We will utilise the mastery/deep learning approach of 'Power Maths' including fluency, problem solving and reasoning following a Concrete/Pictorial/Abstract approach.

Mathematics will be taught across the curriculum at Heswall Primary and will develop in line with the year group expectations. The standards of Maths seen in subjects such as Science, Geography, D.T. etc. (measuring, recording and displaying data etc.) will be as high a standard as specific mathematics lessons. This 'real' cross-curricular approach will help children understand the purpose of maths and the school's growth mindset ethos will be developed through the subject provision.

The impact of Mathematics is judged through a combination of pupil interviews and attitudes, children's use of language across the curriculum, children's work, teacher evaluations, data, progression through appropriate assessments, test analysis scrutiny. The impact will also be used to ensure intervention is targeted effectively.

### **Music – Subject Lead: Mrs S Swailes**

At Heswall Primary School, it is our intent to promote enthusiasm for and enjoyment of music in all its forms and also to develop musical skills and knowledge. By engaging children in musical experiences we can offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, co-operation, perseverance, self-confidence and a sense of community.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, playing tuned and untuned instruments, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills when learning about how music

can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

The impact of Music is judged through a combination of pupil interviews and attitudes, children's work and performances, teacher evaluations, participation in extra-curricular activities.

### **PE- Subject Lead: Mr J Lawrenson**

Our high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. It teaches core skills and builds on these, allowing children to apply their knowledge in competitive sport both in and out of school and evaluate their performance. We provide many opportunities over the course of an extended school day for pupils to be physical in a way which supports their health and fitness to reduce childhood obesity levels. We also value the benefits of PE and physical exercise on children's mental health to improve and helps to embed values such as fairness and respect but also build resilience in line with the school's 'Growth Mindset' ethos.

An active lifestyle is also promoted through our outdoor work both in and around school and with residential centres and other partners including local schools and clubs. We use Wirral's Edsential PE schemes of work and utilise specialist coaches to deliver the curriculum in most classes throughout each week. We aim to

The impact of PE is seen through pupil interviews, teacher/coach evaluations, data regarding active travel to and from school, attendance at clubs and from performance in competitions. We support the professional development of our teachers and coaches and do this in a variety of ways including working alongside other high quality practitioners.

The impact of PE is seen through pupil interviews, teacher/coach evaluations, data including attendance at clubs, obesity levels as provided by NHS and from performance in competitions.

### **Personal, Social and Health Education – Subject Lead: Mrs S Griffiths**

At Heswall Primary School, the personal, social and health of our children is a priority as is their physical and emotional well-being. We nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives, now and in the future. We promote our pupils' spiritual, moral, social and cultural development through our curriculum on a daily basis and is strongly in line with the ethos of the school.

PSHE is taught through a range of implicit and explicit learning opportunities and is embedded through-out the curriculum. PSHE objectives are covered during discrete lessons using the 'Christopher Winter Project' (CWP) programme of study and supported by the PSHE association's 'Medway' programme of study. PSHE objectives are also covered across the curriculum e.g. as part of our Religious Education curriculum and our Science Curriculum. In addition to this, PSHE content is complemented by whole school events such as assemblies, enrichment days and our Heswall Ocean Blue initiative. Our curriculum continually prepares children for the future and provides support and guidance for now.

Our PSHE curriculum includes (but is not limited to) objectives linked to the following themes:

- Health and Well-being (including balanced diets, exercise and drug education).
- Relationships (including friendships, RSE and equality and diversity).
- Living in the wider world (including citizenship and keeping safe).

The impact of PSHE is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations, behaviours, incident logs and the mental health of the children.

### **Religious Education – Subject Lead: Miss A Dodwell**

At Heswall Primary school, it is our intent that children can access a vibrant and exciting curriculum that develops their understanding of the rich heritage of religion, both locally and globally. We are a dynamic school that encourages our children to think deeply in response to past and current events. The National Curriculum for Religious Education states, "*The impact of religion on society and public life is constantly brought to public attention through extensive media coverage.*" (2010) Therefore it is important for children to be able to explore the world's religions in an inspiring and purposeful way and realise that they have a part to play in becoming 'agents of change' by promoting positive change for the future.

Through Religious Education our children can develop an understanding of a range of religions in order to describe, explain and analyse beliefs and practises, recognising that diversity exists so eminently within today's society. We follow the Wirral Scheme of work for Religious Education and this is closely linked in with PSHE. We encourage enquiry-based learning wherever possible, ensuring that children are able to develop their independence throughout their learning.

As a school, we have an ongoing relationship with our Local Church and will tie in local events as much as possible. Whether it be Harvest, Christingle, Christmas or Easter, the children will always have the opportunity to take part in Christian events along with the rest of the community. It is now our aim to begin to expand our experiences by looking for opportunities where our children can become involved with other events from different religions around the local area.

The impact of Religious Education is judged through a combination of pupil interviews and attitudes, children's work, teacher evaluations and displays.

### **Science – Subject Leader: Mrs N Bolton**

At Heswall Primary, we know that as educators of the potential scientists of the future, we have the responsibility to ensure that every child is intrigued and excited by the wonders of science. Our school recognises the importance of nurturing a comprehensive 'science capital'\* during a child's primary school years. Our curriculum and wider educational opportunities are carefully planned, to ensure that building 'scientific capital' is at the heart of all of our teaching and learning, wherever possible. We hope to develop and nurture our children's curiosity by not only following the National Curriculum, but following also following their questions and interests to hopefully develop a love, passion and appreciation for Science.

We know that quality-first science teaching and learning is happening when...

- Children view themselves as 'real scientists' during investigations and wider research.
- Lessons are filled with excitement and challenge – inspirational 'hooks' are used to instigate learning and children have time to explore and play with materials to test out their ideas.
- Open-ended, investigative opportunities are created for the children, to explore their ideas practically and guide the children to challenge their findings and pursue their own lines of enquiry.



- Teachers actively look for opportunities to contextualise learning across the curriculum and as a consequence, children can clearly identify how scientific principles relate to everyday life. Wherever possible, teachers use local resources, organisations and the outdoor environment to support science teaching and learning.
- Expectations for quality of work and outcomes in science are continually high and are consistent with all other subject areas.
- Activities clearly progress children's thinking and learning. Teachers are thoroughly familiar with year group curriculum expectations for science and are aware of the building blocks of scientific knowledge that underpin each subject area from previous learning. Teachers and children can confidently discuss scientific principles using the correct scientific terms. Key information is displayed in teaching areas to support learning.
- Teachers are innovative in the ways they use AFL to elicit understanding from the children and do not purely rely on extensive written outcomes and formal testing.
- During lessons, teachers demonstrate an up-to-date knowledge of the scientific world and realise the importance of introducing the work of famous scientists, both modern and throughout history.
- Teachers and children collaborate with other schools and scientific organisations to continually develop and share their knowledge and understanding of primary science.
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***\*Science Capital can be defined as the sum of all the science-related knowledge, attitudes, experiences and resources that an individual builds up through their life. This includes what science they know about, what they think about science, the people they know who have an understanding of science, and the day-to-day engagement they have with science.***