



MAIDEN ERLEGH
TRUST



BIRCH HILL

PRIMARY SCHOOL AND NURSERY

Learn, believe, achieve together

Birch Hill Primary School and Nursery Curriculum Statement

September 2026-27

Contents

<u>Our Intent</u>	3
<u>Implementation</u>	3
<u>Pedagogical Principles</u>	3
<u>Phonics, Reading and Maths Schemes</u>	4
<u>Questioning, Assessment and Feedback</u>	4
<u>Impact</u>	5
<u>Implementation methods</u>	6
<u>Our Expectations</u>	6
<u>The five areas of Effective Teaching</u>	7
<u>Adaptive Teaching</u>	8
<u>Effective Learning</u>	10
<u>The Right of Withdrawal from Religious Education</u>	11
<u>Our Curriculum</u>	12
<u>Assessment Principles</u>	21
<u>Curriculum Enrichments</u>	22

Our Intent

Curriculum Overview

All children will make strong progress in all subjects.

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- **Reading at the Core:** All children will learn to read fluently and confidently, enabling full access to the curriculum and fostering a love of reading for both information and enjoyment.
- **Ambitious and Inclusive:** The curriculum is broad, balanced, and ambitious, designed to equip all children—especially the most disadvantaged—with the knowledge, skills, and cultural capital needed for future success.
- **Progressive and Responsive:** A well-planned, sequenced curriculum builds on prior learning, supports age-related expectations, and is adapted to close learning gaps swiftly where needed.
- **Values-Driven:** Rooted in our motto *Learn, Believe, Achieve Together*, the curriculum promotes equity and high expectations for all, regardless of barriers to learning.
- **Language and Oracy Focus:** Oracy is central to classroom practice, developing confident communicators with rich vocabularies through purposeful dialogue.
- **Enriched Learning:** Children will experience learning beyond the classroom through visits and real-world experiences that deepen understanding.
- **Exemplary Teaching:** High-quality, responsive teaching and assessment underpin all learning, ensuring every child is prepared for the next stage of their education.

Implementation

Pedagogical Principles

- Children's use of academic vocabulary and subject-specific vocabulary is developed.
- Effective structures exist so that teaching is rigorous and engaging, positively impacting children's learning in the context of a rich, relevant, broad and balanced curriculum.
- All lessons have clear Learning Intentions and Success Criteria, effective modelling and questioning, targeted support with appropriate resources, and a sustained pace of learning with appropriate challenge throughout.

- Behaviour is positively managed and eliminates any disruption.
- Evidence of SMSC in the learning environment and lesson.
- Classrooms are well-organised with high-quality displays and working walls.
- A rigorous approach in lessons is used to ascertain if all children have achieved specific criteria to demonstrate acquisition of knowledge, both currently and over time, by achieving mastery of the curriculum offered.
- Feedback, questioning and discussion is structured around the intended learning and whether children know more and remember more.
- Shared reading and oracy practice are drivers for developing independent writing.
- Children are given opportunities to read extended texts with a view to develop decoding, inference and vocabulary acquisition.
- Key concepts and knowledge are built upon and revised so that knowledge is embedded in the long-term memory.
- Children are taught to select and use resources independently.
- Exercise books are used as key resources showing progress across a subject, and empowering children to talk about their learning.
- Home learning opportunities are used to consolidate and extend knowledge and skills.
- Teachers will use their subject knowledge to ensure that children deeply understand their learning and how it fits within the broader context of the subject and wider curriculum.

Phonics, Reading and Maths Schemes

- Birch Hill Primary School follows the Read, Write Inc (RWI) Phonics Scheme.
- Mathematics Provision is developed from NCETM Mobius Maths Hub and uses White Rose Maths Hub scheme.

Questioning, Assessment and Feedback

- 'Cold Calling' - Hands down questioning and effective questioning cycles allow for targeted questions.
- Disadvantaged children have priority questions.
- Teachers and children use a variety of questions when teaching which develops thinking at different levels (Blooms Taxonomy).

- Clear Age Related (ARE) and Greater Depth (GD) expectations are in place for each year group, allowing children to demonstrate mastery of each subject – knowledge, skills and understanding.
- PixL assessment materials are used from Y1-Y6 and the timing of their use is planned for key points in the academic year.
- Teacher assessments are moderated by subject leaders through our professional enquiry process.
- Outcomes achieved in summative assessments are shared with children and parents as appropriate, allowing children and parents to develop a shared understanding of their attainment in relation to year group expectations.
- Feedback in books is focused on addressing misconceptions or deepening their understanding by outlining next steps or posing a question for children to respond to.
- Both formative and summative assessments allow teachers to observe whether learning is embedded through carefully chosen questioning which in turn informs future planning.
- Fortnightly Raising Standards Meetings are held with all year groups, and termly Pupil Progress Meetings (PPMs) allow further discussions on individual children's progress between leaders and teachers.
- Through careful data analysis, misconceptions are addressed at either an individual, class or cohort level adjusting teaching as necessary.
- Regular Quality Assurance (QA), including book scrutinies, lesson observations/learning walks and discussions with children about their learning enables leaders to hold focused improvement conversations with staff, leading to a clear understanding of how effective teaching and learning is executed.
- Adults in lessons provide children with verbal feedback linked to achieving the learning objective.
- Termly Parents Evenings and annual written report outcomes do not come as a surprise to children and parents

Impact

Outcomes (Measurable and Visible)

- Teaching results in positive progress for all children, evidenced by children's books, interviews and data.
- All children learn to read a range of quality texts confidently with accuracy and fluency for information and enjoyment so that they can access the curriculum and develop their knowledge of the world.
- All children develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- Children enjoy learning and are confident communicators who develop a wide vocabulary.
- Reading and oracy strategies support the school's wider strategies.
- Children have a range of enrichment opportunities which deepens their understanding of a subject.
- Quality First Teaching (QfT) and Assessment for Learning (AfL) is strong.
- Children learn about significant people and understand the impact they have had.
- Children are motivated by questioning to extend thinking with a balance of talk & listening and doing & watching.
- Children are able to articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self-discipline.
- Children demonstrate by the outcomes produced, positive progress towards the Learning Intention (LI) and achievement of the Success Criteria (SC).
- Children evaluate their own progress towards the intended learning and identify next steps.
- Children access the intended learning, maintaining active engagement and motivation throughout.

Implementation methods

Our Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.

- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

The five areas of Effective Teaching at Birch Hill are:

1. Quality first Teaching (QfT)

- Highly focused lesson design with clear Learning Intention and Success Criteria.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through Oracy.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

2. Focused assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps.
- Day to day, Periodic and Transitional assessments used effectively.
- Responsive Teaching (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self-evaluation.

3. Intervention through targeted support

- Individuals and groups who are not making sufficient progress are identified.
- Provision for intervention is mapped according to needs analysis (PiXL) Key marginals.
- Diagnosis of gaps in learning are completed and actions taken to fill gaps in learning whilst maintaining progress in current learning.
- Support is evaluated and relevant adjustments are made.

- Leaders and staff regularly meet to discuss current and future support actions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

4. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and IT developed to allow children to work independently and successfully.
- Displays to be a mixture of celebration of children's work, supportive resources and information.

5. Supporting children's wider needs

- We maintain close communication with parents and carers.
- We develop and maintain multi-agency links to support vulnerable children.
- Birch Hill employs a Family Support Advisor (FSA).
- Emotional Literacy Support, Canine Therapy, SEN TA Team support our families.

Adaptive Teaching – How We Make Learning Accessible for All Children at Birch Hill

Our high expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs.

At Birch Hill, we believe that every child deserves the chance to succeed, no matter their starting point. That's why our teachers use *adaptive teaching*—an approach that tailors lessons to meet the needs of all our learners. This doesn't mean creating separate lessons for each child, but rather adjusting how teaching happens so that everyone can engage, understand, and achieve.

Our choice of teaching strategies is grounded in educational research and shaped by what we see working in our classrooms. Through regular learning walks, where we observe teaching and learning across the school, we've identified the approaches that have the most positive impact on our children's understanding and progress. These strategies are used consistently across all year groups and subjects, forming the foundation of our teaching approach at Birch Hill.

While these are not the only techniques we use, they represent the core principles that guide our teaching. They help us ensure that every child, regardless of their background or learning style, can access the curriculum and thrive.

Here's a look at some of the key strategies you'll see in our classrooms:

1. Clear Learning Goals

We start each lesson by sharing what the children will be learning, often after an engaging introduction. Teachers refer back to this goal throughout the lesson to keep children on track.

2. Nest (Think), Pair, Share

To help children develop their ideas, teachers often ask a question and give everyone time to think. Children then discuss their thoughts with a partner or small group before sharing with the class. This approach builds confidence and encourages teamwork.

3. No Hands Up (Cold Calling)

To keep everyone engaged, teachers may call on children to share their ideas without asking for raised hands. This means everyone stays involved and ready to contribute.

4. Teacher Modelling

When teaching a new skill, teachers show how to do it step by step, thinking out loud as they go. They often use the 'My turn, Our turn, Your turn' approach, where children first watch, then join in, and finally try the task independently.

5. Adapting the Pace

Teachers adjust the speed of lessons based on how well children are understanding the content. They might spend more time reviewing key points or move ahead if the class is ready.

6. Rehearsing Key Vocabulary (Oracy)

Learning new words is easier when they're spoken aloud. Teachers model the correct pronunciation and ask children to repeat words in fun ways—like using a whisper, a loud voice, or even a silly voice!

7. Full-Sentence Answers (Say it Again Better)

To help children remember facts, teachers encourage children to answer in full sentences. For example, instead of saying "Tokyo," children might say, "The capital city of Japan is Tokyo."

8. Focused Questioning

Teachers avoid asking children to guess answers they haven't learned yet, as this can lead to confusion. Instead, they ask questions based on what has already been taught.

By adapting their teaching, Birch Hill teachers ensure that every child can engage with and succeed in their learning. If you'd like to know more, please speak with your child's teacher.

Effective Learning

We acknowledge that people learn in different ways, and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer different ways for children to learn including:

- investigation and problem solving
- open ended tasks
- reasoning
- research and exploration, with independent access to a range of resources
- group work, paired work and independent work
- effective questioning
- presentations and drama
- use of IT
- visitors and educational visits
- creative activities, designing and production
- use of multimedia, visual or aural stimulus
- participation in physical or athletic activity
- homework
- extra-curricular clubs and activities
- collaboration with local libraries
- subjects/themes that cross subjects/curriculum

The Right of Withdrawal from Religious Education:

Religion and belief have become more visible in public life in recent years, making it important that all children should have an opportunity to engage in Religious Education. However, the parent of a child at a community, foundation or voluntary school (or children themselves if they are aged 18 or over) may request that they be excused from all or part of the Religious Education (RE) provided.

Parents who wish to withdraw their children from Religious Education should be aware of its aims and what is covered in the Religious Education curriculum and that

they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given

Important - limitations to withdraw

- If children are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching. A child may be required to work in another area of the school, such as library or break out area.
- Whilst parents or carers have a right to withdraw children from Religious Education, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.
- On occasion, spontaneous questions about religious matters are raised by children or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE). For example, schools promote community cohesion and help children to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

Managing the Right of Withdrawal from RE

If children are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Children will usually remain on school premises where it is feasible and appropriate.

Where a request for withdrawal is made, the school must comply and excuse the child until the request is rescinded. Though not legally required, it is good practice for the school to invite parents to discuss their written request.

Requests should be marked for the attention of the Headteacher and sent via the school office. (Section 71(3), School Standards and Framework Act 1998).

Our Curriculum

Early Years Foundation Stage (EYFS) Curriculum

In Reception, we follow the Early Years Statutory Framework for 2021 and the non-statutory Development Matters 2021 to support our curriculum.

The Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our EYFS curriculum is driven by the acquisition and development of language. This underpins all areas of learning and is vital for success in reaching the expected standard at the end of EYFS, i.e., the early learning goals (ELGs). Children need to develop their skills in all the Prime Areas, so these remain a key focus throughout a child's learning journey in our EYFS. At GHPS, we believe it is crucial for children to develop a life-long love of reading which is why we have a strong emphasis on it from when children first start at Birch Hill Primary.

We use the Read, Write, Inc. Programme to teach synthetic phonics (word reading) and language comprehension (understanding). Children have daily phonics lessons that develop all aspects of Literacy.

At Birch Hill Primary, our curriculum is delivered through a range of pedagogical approaches. Our children learn through play, adults modelling, observing each other, and through guided learning and direct teaching. These approaches are used across our curriculum to ensure all our children have the best possible start to their formal education. The balance in these approaches changes throughout the year so pupils near the end of their foundation stage, have more guided learning. This ensures they have the knowledge and skills needed to succeed with the National Curriculum in Year 1 and beyond.

Much of our curriculum is developed through continuous provision through enabling learning environments which promote high quality play-based learning, both indoors and outside. This learning, which teachers use to support and extend learning, helps children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is taught in sequenced units in Guided Reading (Master Reader), GPS sessions, English lessons and in a cross-curricular way, linking up with other areas of the curriculum.

We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We follow the National Curriculum and use Read, Write Inc (RWI). for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups.

The guided reading sessions (Master Reader) cover both fiction and non-fiction books, poetry and plays. Guided reading also develops the children's comprehension skills and vocabulary. Parents are given clear expectations about reading at home which is enhanced through Accelerated Reader.

Guided, reciprocal and modelled reading is taught daily to all pupils once they have completed the RWI programme. Handwriting,

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use Talk for Writing (T4W) to encourage pupils to express and exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences, every child (Y1-6) has a piece of their written work on display at all times in the school.

Spelling and Grammar skills lessons are taught discreetly each day and are then applied in English and writing across the curriculum lessons. A range of extra activities are used to promote literacy within the school including World Book Day and author visits plus reading challenges.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-englishprogrammes-of-study/national-curriculum-in-england-english-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Drama techniques used in literacy lessons aid the development of speaking, listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, and our curriculum provides opportunities to perform to wider audiences. Drama is used across the curriculum to bring learning to life.

Mathematics

At Birch Hill Primary we embrace the mastery approach to teaching mathematics using [Mobius Maths](#) and [NCTEM](#). Our teachers ensure that mathematical skills are taught every day following the [White Rose Maths](#) scheme. This uses a spiral progression to develop fluency, reasoning, and problem solving and conceptual understanding for mastery. Pupils are introduced to concepts in a highly scaffolded way, enabling all children to develop critical thinking skills, make mathematical connections and become confident mathematicians. To ensure secure foundations and deep understanding of mathematical concepts learning is built on a concrete - pictorial - abstract approach.

Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to solve a range of problems.

Speaking frames are used to support articulation of vocabulary and mathematical processes, enhancing pupil's oracy. Whenever possible they also use cross curricular opportunities to apply their mathematical skills. Each day begins with 'Morning Work during our rolling start registration where we develop our mathematical fluency.

Skills are further developed at home through online platforms of [TTRockStars](#) and PiXL.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-englandmathematics-programmes-of-study>

Science

At Birch Hill Primary School, we believe that science education provides the opportunity for pupils to understand the world around them and we encourage our pupils to be curious about natural phenomena.

To help support this, where possible, science links to our wider topics. This approach allows children to explore science in a wider context and provides extended learning opportunities. This starts in EYFS where the children explore their natural environment through seasonal changes and some key physical processes.

Progress in science is important to us and we focus on developing key scientific skills with our children so they are well prepared for the expectations in the next key stage. Scientific enquiry skills include: asking questions, making predictions, setting up experiments, observing and measuring, recording data, interpreting results and evaluating. Pupils are encouraged to use scientific vocabulary with teachers planning in explicit opportunities to develop these skills in each unit of work.

Whilst at Birch Hill, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

Where appropriate, visits by specialists, alongside links with local secondary schools, will enhance the delivery of our science curriculum.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study/national-curriculum-in-england-science-programmes-of-study>

Art and Design

At Birch Hill, we value Art and Design as an important part of developing children's creativity and to express their ideas and understanding.

We use [Kapow](#) Art curriculum develops creativity, sets challenges, engages and inspires children. We provide them with the knowledge and skills so that they can experiment, invent and create their own works of art, craft and design. The art curriculum will develop the children's understanding of their own and others cultural heritages through the study of a diverse range of artists, designers and craft persons.

The teaching and implementation of the Art and Design curriculum at Birch Hill Primary School is based on the National Curriculum. The skills and knowledge that the children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge helps the children understand the context of the artwork as well as the artists they are learning about.

A similar focus on skills means that children are given opportunities to express their creative imaginations, as well as practise and develop mastery in the key processes of art.

EYFS: Pupils will be introduced to a range of skills and artists, where they will use different materials to express their imagination, ideas and experiences.

Key Stage 1: Pupils learn drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

Key Stage 2: Pupils are taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

They use sketchbooks to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They learn about great artists, architects and designers in history.

National Curriculum Art:

https://assets.publishing.service.gov.uk/media/5a7ba810ed915d4147621ca0/PRIMARY_national_curriculum_-_Art_and_design.pdf

Design and Technology

At Birch Hill, we provide pupils with opportunities to use their creativity and imagination to design and make purposeful products. We use [Kapow's Design and Technology](#) curriculum is carefully created to equip all pupils with practical skills and knowledge of different techniques and an understanding of the characteristics of a range of materials. Through a variety of activities and projects, pupils work individually or as part of a team to apply their knowledge and understanding to design, plan, make and evaluate, considering any interlinked social, cultural and environmental issues.

We teach the National Curriculum with the intent that DT should be taught in all year groups through at least one topic per term, including cooking and nutrition activities. Pupils develop basic skills in the Early Years, such as cutting and joining, which are built on and developed in Key Stages 1 and 2.

At Key Stage 1, pupils learn how to design, plan and communicate their ideas effectively to design a product with purpose, which they achieve through drawing, talking, templates and mock-ups. They learn how to select and work with different tools, equipment and materials, giving them shape using simple finishing techniques and mechanisms. During these processes, pupils often work together to evaluate existing products and use critical thinking to identify what could be done differently or how they could further improve their work. In cooking and nutrition activities, pupils gain knowledge about the basic principles of a healthy diet and an understanding of where the food comes from.

At Key Stage 2, pupils build on existing skills and use research to create their own design criteria, develop models and communicate through annotated sketches, cross-sectional diagrams, patterns and computer-aided design. They can select from a wider range of tools to perform practical tasks and technical knowledge is further developed. Pupils apply their understanding of how to strengthen and reinforce more complex structures, for instance when building with wood, and evaluate their work against their own criteria. The use of mechanical and electrical systems gives opportunities to explore movements and circuits using pulleys, cams and bulbs, with some projects using computing to program, monitor and control. In cooking and

nutrition, children follow safe food procedures to create dishes with a focus on seasonality of products.

National Curriculum Design & Technology:

https://assets.publishing.service.gov.uk/media/5a7ca43640f0b6629523adc1/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Computing

At Birch Hill Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an everchanging digital world. Knowledge and understanding of computing is of increasing importance for children's future, both at home and for employment.

Our [Computing curriculum](#) focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed.

Our intention is that Computing also supports children's creativity and cross-curricular learning throughout all subjects, to engage children and enrich their experiences in school.

We teach the National Curriculum, supported by a computing scheme to provide clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding. Computing is taught across three main strands: digital literacy, computer science and information technology.

As part of information technology, children learn to develop their ideas through writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of IT and the ability to apply these skills to solve relevant, worthwhile problems such as, understanding safe use of internet, networks and email. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

At Birch Hill, we teach a progression of Computing vocabulary to support children in their understanding.

Online safety is taught within each Computing lesson as well as during internet safety week and school assemblies. Online safety procedures are communicated with all staff and parents.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-englandcomputing-programmes-of-study>

Languages

At Birch Hill, our French curriculum is informative, enjoyable, current, well-structured and includes the four main language skills of listening, speaking, reading and writing, enabling development of key language learning skills set out by the national curriculum and fostering a love of languages and curiosity about other cultures.

Children have lessons in French throughout Key Stage 2, using the Language Angels. French programme of study, which is comprehensive and encourages verbal and written skills, building on vocabulary, sentence structure and pronunciation to aid communication.

In Years 3 and 4 the areas covered include learning how to greet people and introduce themselves, discuss family, pets and the weather. Children also learn the language necessary to talk about their local environment, describe people, body parts and the sports they play.

In Years 5 and 6 they will build upon past knowledge and skills in order to further their verbal and written communication, through subjects such as, being on holiday, hobbies, seasons, the environment, life in France, the future and jobs. Pupils are taught to listen and show understanding in various ways; by joining in and responding through conversation, asking and answering questions, expressing opinions and ideas. They are encouraged to speak in sentences, using familiar vocabulary, phrases and basic language structures, while developing accurate pronunciation and intonation. They learn to appreciate stories, songs and poems and explore the patterns and sounds of the French language. They will be taught to read carefully, show understanding of words and phrases and to complete simple writing tasks, writing phrases from memory and adapting these to create new sentences and express ideas clearly. They will also develop an understanding of basic grammar and key features of the language, how to apply these and how they differ from or are similar to English.

When children leave Birch Hill, they will have a secure basic understanding and developed fluency in a Latin-based language which will stand them in good stead for learning other languages effectively and successfully in secondary school and beyond.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-englandlanguages-programmes-of-study>

Music

At Birch Hill we provide a broad and balanced music curriculum that covers many different genres and music styles. We provide children with the cultural capital that they need to succeed in life by teaching Western classical music, its periods and influences; and music from English and other, national and world heritages. By working with others, children develop skills of music collaboration. Learning music from other cultures embeds the British values of tolerance, respect and cultural understanding. Children develop their creativity through improvisation of a tune and through composition.

Early Years and Key Stage 1 children use their voices expressively and creatively by singing songs and speaking chants and rhymes. All children play tuned and untuned instruments musically.

Key Stage 2 children will use their voices with increasing accuracy, control and expression and develop their aural and theoretical knowledge. They will develop an understanding of the history of music, the language of music and music notation.

We follow the 'Charanga Musical School' programme, which is an integrated approach to music. This includes vocal warm up games and other musical activities; which focus on the interrelated dimensions of music.

Singing and playing instruments, are all linked to a particular style of music within each unit. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The development of skills is not linear but spiral as skills are revisited over time.

Children develop their listening and appraising skills as other skills are learnt. They learn to find the pulse in a tune and about the pitch and rhythm through engaging interactive activities and games including those which are tailored to the needs of SEND children.

National Curriculum Music Programmes of Study:

https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf

Physical Education (PE)

At Birch Hill, we prioritise the importance of regular physical activity to aid children's physical and mental wellbeing. Our aim is to equip children with the skills, knowledge and enthusiasm to participate in active lifestyles. Children will learn how to control the movement of their bodies; use various pieces of equipment to help them perform various skills; collaborate with their peers in team situations and focus on developing their own abilities independent of others.

At Birch Hill, class teachers use lead weekly PE lessons using the [REAL PE scheme](#), with specialist sport coaches for specific units throughout the year from the LA's Sport Premium to add.

The focus is for the children to concentrate on improving their own skills to build on their prior learning. A focus on allowing children as many opportunities as possible.

In Key Stage 1, focus is on children developing and refining their gross motor skills through sporting activities to use their bodies in various ways to demonstrate balance, agility and coordination.

In Key Stage 2, children build on their prior knowledge to develop skills further through a variety of wide range sporting activities. During the year, pupils have the opportunity to develop swimming skills through an on-site, pop-up swimming pool.

PE Programmes of Study:

https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf

PD (Personal Development) At Great Hollands Primary School, PD is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually. Our PD curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. Our pupils: develop a confidence in sharing their own thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, develop an attitude of a responsible global citizen, show tolerance of others' beliefs, religions and life choices and build positive, respectful relationships with other people. We teach PD through the Jigsaw programme which supports our aim to develop the whole child through a spiral curriculum approach. This ensures that skills and knowledge are built on year-by-year and sequences content appropriately to maximise learning for all children. PD is taught across the school on a weekly basis. By the time all children leave our school,

they will have a ready willingness and ability to try new things, push themselves and persevere. They will have a good understanding of how to stay safe, healthy and how to develop good relationships. All children will have an appreciation of what it means to be a positive member of a diverse, multicultural society. They will have a strong self-awareness, interlinked with compassion of others.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economics-education-pshe>

Assessment Principle

Birch Hill Primary School's Assessment Principles

Our assessment procedures are an essential part of how we help children achieve high standards. We regularly evaluate children's knowledge, skills and understanding through daily formative assessments and termly summative assessments. These assessments help establish children's abilities and current strengths, as well as their next learning steps.

Teachers use assessment information to inform their planning, ensuring lessons continually build on children's strengths and address areas for development improving the quality of teaching and learning.

Children are actively involved in our assessments, as they become better learners when they are given time to reflect on their success in lessons and are aware of their own learning goals.

Qualitative and quantitative assessment information is shared regularly with parents throughout the year so that teachers and parents can work together to help children succeed.

We are committed to:

Continually providing clear, comprehensible, feedback, verbally and in writing, which supports children's learning.

- Feedback is a vital element of assessment. Effective feedback is positive, constructive and ensures children understand what they have done well and what they need to do to improve.
- We recognise that the most effective feedback is immediate.

Ensuring children engage in their feedback, through discussion or in writing, to show that they understand how to improve further.

- Children are frequently given opportunities to respond to teachers' next steps, which consists of them improving past work and further developing particular skills that were identified in teachers' marking.

Using assessment strategies within lessons to systematically check children's understanding so we can intervene with noticeable impact on children's achievement.

- By using targeted questioning techniques, teachers are able to understand how best to support or challenge particular children.
- Creating clear learning intentions and appropriate success criteria for all children, so they understand the aim of the lesson, how to achieve it and can access and are challenged by their learning.

Encouraging children to take the lead in their own assessment.

- This is facilitated through self-assessment and peer-assessment activities, children creating their own success criteria. These enable children to reflect on the standard of their work over a longer period of time.

Using summative termly judgements as a mechanism for tracking children's progress over the course of the year.

- We use summative judgements to help monitor whole-school standards; analyse the performance of key groups; ensure all children can access and are challenged by their learning; provide additional support for those who are finding learning more difficult and provide additional challenge for those who are ready for it; and to ensure that every child is supported to meet their full potential.
- We prioritise the moderation of summative judgements to help refine the accuracy of these assessments.

Ensuring assessments provide information that is of value and justifies the time teachers spend on them.

- We continually reflect on our assessment procedures to ensure they are valid and reliable, giving us the information needed.
- We reflect on the time teachers spend on tracking, delivering and marking assessments to ensure it justifies the outcomes.

Giving reliable, meaningful and regular information to parents about how their child, and the school, is performing.

- This information will be clear, transparent and communicated in a format that parents can understand and also use to assist their child's future learning.

Making sure the school is keeping up with external practice and innovation.

- We continually reflect on our assessment policy and practice. We do this by ensuring we are aware of high quality work locally, nationally and internationally.

Curriculum Enrichments

We have an excellent range of enrichment activities to help support the children's learning. These include visitors or drama workshops coming into school, and trips to local facilities, or further afield to museums or even the odd castle!

In addition, children will have the opportunities to perform in a range of productions while at Birch Hill, including Christmas Nativity and Harvest Assembly for in Early Year and KS1, Year 3 & 4 children will perform a play at Easter and Year 6 children participate in a National Shakespeare Festival.



Year 6
Performance



Year 4 Easter
Performance



Year 6 Summer
Performance



Year 2 Harvest
Assembly



Year 3 trip to Henley Museum

Year 4 children
visiting
Swinley Forest and
meeting the
Rangers



Year 2 trip to Natural
History Museum



Local PC visiting children in Reception as part of their topic 'Who Helps Us'



Year 6 taking part in a Victorian themed Day at school as part of their topic Victorians



Year 1 visit Marwell Zoo as part of their topic on Animals and Adaption



Art Week
(Take One Picture)



Year 6 trip to Rhos Y
Gwaliau Outdoor
Education Centre in
Wales



Year 4 visit Oxford
Castle as part of
their topic on Crime
& Punishment



Badgers Retreat & our Edible Playground is concerned with process rather than an end product. Edible Playground is a programme from UK charity **Trees for Cities**. Badgers Retreat has been transformed into a vibrant outdoor teaching gardens that enables children to have hands-on learning and for them to get excited about growing and eating healthy food. In addition, this gives the children important time to develop social skills and respect for their natural surroundings. Food grown in the Edible Playground is then cooked in the school kitchen.