

2024-2025

Cross Gates Primary School **Subject Offer**



"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela

Contents

Subject Leadership	3
Professional Development	4

Subjects- Intent, Implementation, Action Plans

Art	5	PE	25-26
Computing	6-7	Phonics	27-28
Design Technology	8-9	PSHE	29-30
English- Reading	10-12	RE	31
English- Writing	13-15	Science	32-33
Geography	16	SMSC	34
History	17-18	Subject Leadership Improvement Plans	35
Maths	19-21		
MFL	22		
Music	24		

Subject Leadership



Subject leadership is exactly that. We do not have subject coordinators, we have subject leaders!

Leaders at Cross Gates Primary complete a review into standards in their subject, this then informs their action plan. Regular monitoring through scrutinies, learning walks and pupil interviews ensure the impact in their subject is visible. Giving time over the academic year for staff to lead their subject ensures they feel empowered to do a good job and champions their subject.

Leaders at Cross Gates share the vision for their subject through an intent statement which brings together published research in their subject field, a desire for a curriculum to be ambitious, coherently planned and sequenced and accessible to all. Consideration is given to a subject intent that reflects current social, political and economical situations whilst ensuring the statutory requirements are met. The intent of our curriculum is the curriculum.

Leaders at Cross Gates have demonstrated how they will go about teaching the curriculum through their implementation statement. Leaders have worked hard to produce quality '*Knowledge Organisers*' and '*Progression Documents*' which detail the sticky knowledge we expect children to know at key points in their school career with us. The implementation lets stakeholders know how monitoring will be done and how staff knowledge will be deepened through bespoke professional development.

Leaders at Cross Gates will measure the impact in their subject through both qualitative and quantitative measures. What is more important is how this informs future planning and development of their subject. The '*Study Unit*' sheets are the starting point for collecting attainment data on progress, this forms part of a triangulation of evidence to monitor outcomes and plan for future subject development.

Professional Development



Continuing Professional Development (CPD) is at the heart of our school staff community.

In developing our CPD delivery our central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals through the creation of a learning community.

Evidence suggests that the best results occur when CPD is central to the schools' improvement planning. We will work to integrate performance management, school self-review and development, and CPD in a coherent cycle of planning, seeking to improve the quality of teaching and raise standards.

We believe staff will benefit most where a wide range of different types of CPD is on offer. Whenever possible, the types of CPD selected will be the most appropriate to the needs of the school and of individuals. The five professional development days will be used to support our improvement plan development and deliver a significant portion of our CPD work. Our CPD plans will strive to strike a good balance between national and school priorities; very often these will overlap.

Professional development is recorded centrally and on individual performance management documents. The professional development may take many forms including internal training through coaching and mentoring, weekly whole staff CPD, inset training, working with colleagues from the LEPP Trust, external training within the Local Authority or privately sourced specialists.

A training budget has been allocated to support the professional development of staff and governors at all levels.

Art



Intent

At Cross Gates we believe that Art is a very important part of children's education and has a significant and valuable role to play in our curriculum. We will engage, challenge and inspire children to think about the artists, designers and photographers in the world around them, helping them to understand their own and others' cultural heritages through studying a diverse range of male and female artists. We will promote imagination, risk-taking and collaboration and we will give children the freedom to express their creativity through the designing and making of projects in art and design. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of Art and Design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum that will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop through each art unit of study are mapped across each year group and throughout school to ensure progression. Art and Design lessons will be planned for and taught across the year to ensure adequate coverage. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including Geography and History with children developing a good knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise in the key processes of art: drawing, painting & mixed media and craft & design. Coordinated whole-school project work will also ensure that art is given high status in the curriculum. The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Computing



Intent

At Cross Gates, our aim is to provide a high-quality computing education. The world is rapidly changing as technology has become an essential part of everyone's lives both at work and at home. Technology is everywhere and will play a pivotal part in our children's lives; therefore, it is important we equip them with the skills and knowledge to compete in this digital environment. We aspire to give all children the opportunities to understand and explore computing, to use computational thinking and creativity to become creators as well as consumers. We will model and educate our pupils on how to use technology positively, responsibly and safely.

There are three strands to the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning and progression across the key stages.

We recognise that technology can allow pupils to share their learning in creative ways and understand the accessibility opportunities technology can provide for our pupils. We will try to embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding. The aim by the time our children leave Cross Gates is they will have the independence and confidence to choose the best tool to fulfil the task and challenge set.

Implementation

At Cross Gates we endeavour to provide lessons to maximize learning potential and a variety of digital devices will be used to support this when appropriate. We follow the Purple Mash Scheme of work to ensure the full breadth of the curriculum, the statutory aspects of the National Curriculum and to ensure progression throughout the school. We have computing lessons using Laptops and iPads where we deliver core skills. The units are practical and engaging and allow computing lessons to be hands on. The units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety.

Whilst our discrete Computing lessons use Purple Mash as a foundation for teaching, we also enjoy the flexibility of using Computing to enhance our lessons and further engage the pupils in leading their own learning. They are able to use technology imaginatively and creatively whilst also becoming efficient learners and critical thinkers. Cross-curricular teaching helps enthuse and equip children with the capability to use technology throughout their lives. We believe that this transference of skills can aid in teaching pupils the strategies and knowledge necessary to enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

Design Technology



Intent

At Cross Gates, our Design Technology curriculum is constructed to inspire children think innovatively and inquisitively about Design Technology. We provide varied learning opportunities, which aim to develop not only children's technical skills in Design Technology; but to also to develop their wider knowledge of product design and their ability to apply vocabulary accurately. Design Technology is delivered as a discrete subject and, wherever possible, cross-curricular links are formed. Design Technology links well with many other subjects, such as Art, Maths and Science and teachers carefully plan these links to ensure they are meaningful. Teachers will make it explicit to the children that they are learning Design Technology skills and will encourage them to think like 'Designers.' A document maps out when each year group is completing a specific unit of work and reflects how each element of Design Technology is covered throughout the year groups. A progression of skills document is used in order to ensure knowledge, skills and vocabulary build year on year. This ensures that by the end of Key Stage 2, pupils have a wealth of cultural capital to aid in their future studies.

Implementation

Within Key Stage 1, we aim to develop design, creativity and problem solving through purposeful design projects which promote the children's skills in developing as individuals and as part of a team. Key stage 1 also aims to promote in children a clear understanding of where food comes from.

Within Key Stage 2, key events and individuals that have influenced the world of Design Technology are teaching focuses that are to be covered. The use of computer programmes and applications are also a key focus to be utilised by children in the design of their products. Key Stage 2 also aims to develop their understanding of the value of cooking and nutrition.

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, the children are taught to:

- Design:

To use research and develop design criteria to inform the design of innovative products that are fit for purpose.

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

- Make:

To select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

- Evaluate:

To investigate and analyse a range of existing products.

To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

To understand how key events and individuals in design and technology have helped shape the world.

- Technical knowledge:

To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

To understand and use mechanical systems in their products.

To understand and use electrical systems in their products.

Key skills and key knowledge for DT have been mapped across the school to ensure progression between year groups. This also ensures that there is always a context for the children's work in Design and Technology.

English- Reading



“Reading is important. If you know how to read then the whole world opens up to you.”
(Barack Obama)

Intent

At Cross Gates Primary we believe that reading is the bedrock of success. We understand that it is the key skill that unlocks all other learning and life opportunities. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually, and literature especially plays a key role in such development. Reading not only enables pupils to acquire knowledge but to also build on what they already know. For these reasons, reading has a high priority at our school, and we are dedicated to enabling our pupils to become successful, lifelong readers.

With this in mind, we intend that by the end of their time at our school pupils should:

- be enthusiastic and motivated readers;
- be able to read easily, fluently and with good understanding;
- read widely across fiction and non-fiction, developing a love of reading and a good knowledge of a range of authors;
- appreciate our rich and varied literary heritage;
- have acquired a wide vocabulary, an understanding of grammar and a knowledge of text conventions;
- be able to understand more about the world in which they live through the knowledge they gain from texts.

Implementation

Alongside a robust systematic, synthetic phonics programme, in Early Years and Year 1, we teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. Books are matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions are designed to focus on three key reading skills:

- decoding,
- prosody: teaching children to read with understanding and expression,
- comprehension: teaching children to understand the text.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

From Year 2 onwards, children engage in daily whole class guided reading sessions that focus upon comprehension skills. These sessions allow all children to make progress in reading. They provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Within the sessions, children read age-related texts and answer questions that cover the 6 reading domains of the National Curriculum - V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence). Carefully graded questions allow for children to develop their comprehension skills at an appropriate level.

In Year 3 – Year 6 children complete termly NFER comprehension tests. The NFER tests provide reliable standardised and age-standardised scores to confidently monitor attainment and progress.

Home reading

All children in Reception to Year 6 take home:

- a reading scheme book, which has been carefully matched to their reading ability,
- a reading for pleasure sharing book from the school library.

Our whole school reading scheme is Collins Big Cat. The Big Cat books are modern, attractive, topical and relevant, and have an engagement level to support all year groups.

Children in Reception and Year 1 (and some Year 2) take home the Little Wandle Big Cat book they have read in their reading practice sessions.

Children in Year 2 – Year 6 take home a book banded scheme book carefully matched to their reading ability. Baseline fluency assessments help to measure and record progress in fluency and match pupils to an appropriate levelled reading book. Ongoing assessments ensure children continue to be given an appropriate book.

At Cross Gates, we understand the importance of engaging parents. We recognise that it is essential that parents and carers understand the importance of home reading, and how to support their children's reading in a positive and enjoyable way. We invest time in developing reading relationships between home and school.

Reading for Pleasure

Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The WILL influences the SKILL and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Cross Gates Primary School and our local community, as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Each class visits the school library every week.
- We participate in national events such as World Book Day.
- Our classes are named after famous authors, which raises the profile of reading and literature.
- Reading cafes take place in Early Years each week, whereby families are invited to come into school and read with their children.

We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them learn to read.

English- Writing



“Writing is the painting of the voice.” Voltaire

Intent

At Cross Gates, we want every child to leave our school with the skills of an excellent writer who:

- has the ability to write coherently with fluency and accuracy;
- can think about the impact they want their writing to have and know how to achieve this;
- has a wide vocabulary and an excellent knowledge of writing techniques to extend details or description;
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- displays excellent transcription skills that ensure their writing is well presented, punctuated, and correctly spelt;
- take pride in the presentation of their work;
- can re-read, edit and improve their writing so that they are able to produce to the best of their ability.

To achieve these aims, we believe that children need to follow a clear pathway of progression as they move through the primary curriculum. It is also important to note that we not only develop the skill and enjoyment of writing in English lessons, but in all subjects across the curriculum.

Implementation.

Planning

In Years 1-6, our year group ‘progression in writing’ overviews clearly map:

- half termly study unit texts;
- half termly writing ‘purposes’ for both fiction and non-fiction, e.g. to entertain, to inform, to persuade, to discuss;
- half termly writing outcomes;
- poetry focus;
- progression in spelling (word level);
- progression in punctuation and grammar (sentence level);
- progression in handwriting.

After teaching and scaffolding a unit of work, teachers plan opportunities for children to write independently, applying their newly learned skills. In many cases, links will be made by the teacher to the topic being studied that term to give purpose to their final written outcomes. This writing outcome is documented on the progression document.

Teaching

Quality texts

Teaching sequences use a quality text as a starting point to develop the children's speaking and listening, reading and writing skills. These are carefully chosen and mapped out on the 'progression of writing' overviews.

Writing Cycle

In KS1, we use principles from Pie Corbett's 'Talk for Writing'. Children are taught to imitate and innovate writing before becoming independent writers with their own writing style. To do this, children read and analyse, gather content, plan and write, covering a variety of genres and literary styles.

In KS2 we follow a deconstruction and reconstruction approach. Whilst children deconstruct a text, they learn to make comparisons, 'magpie' ideas and learn grammar, punctuation and spelling through explicit teaching. Through the reconstruction process, there is: shared/guided writing, opportunities to apply pre-taught grammar, punctuation and spelling skills, independent writing, editing and improving.

Spelling

In Year 2 -Year 6, we teach discrete spelling lessons. In Year 3-Year 6, this is for the first 10 minutes of every English lesson. We use the No Nonsense Spelling Scheme to ensure coverage of the National Curriculum spelling lists. Metacognition strategies are used to help children to embed learning into their long-term memory.

Vocabulary, punctuation and grammar skills

We teach in accordance with the requirements of the National Curriculum. In Years 1 and 2, this is within the context of the daily English lesson. In Years 3 to 6, skills may be taught in discrete sessions and in the context of the daily English lesson and cross-curricular writing so that learning is applied.

Handwriting

A high standard of handwriting is modelled consistently across school and children are encouraged to imitate this. There are high handwriting expectations whilst writing across all curriculum subjects. In Year 1-6, discrete handwriting sessions take place on a

weekly basis outside of the English lesson using the Nelson Handwriting scheme. The length, frequency and organisation of the lesson is dependent upon the maturity and ability of the class. In Early Years and KS1, this is based on the principle of little and often.

Working Walls (Year 1-6)

All classes have washing line displays to aid pupils and guide them through the process of reading and analysing, gathering content, planning and writing. Our English working walls display newly learnt vocabulary, grammar features linked to current learning and genre features for the unit of writing. As we encourage independent thinking and develop the skills for lifelong learning, vocabulary mats may also be used and thesauruses and dictionaries readily available.

Writing Interventions

In our inclusive school, children who are identified as needing to close the gaps in areas of their writing, are supported in many ways, e.g. through adult support, guided writing sessions and pre and post teach strategies. Some children are also put on intervention programmes in order to close the gaps as quickly as possible.

Early Years

Throughout continuous provision, inside and outside there are many opportunities for children to 'mark make' and write. Presenting writing resources in different areas of provision enables children to learn to write for a variety of purposes. Practitioners are skilled in recognising when to suggest mark making opportunities, for example: writing mud pie recipes in the mud kitchen and writing shopping lists in the home corner. They can arise from successful interactions during play.

We are inspired by Gregg Bottrill's 'Message Centre' approach to encourage a love of mark making, writing and communicating. Our 'message centres' are well stocked with a range of resources, including: paper, cards, zig-zig, books, envelopes, pens and pencils. We celebrate and display mark making and writing on the children's individual 'pegs of pride'.

Geography



Intent

At Cross Gates Primary we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Cross Gates enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Cross Gates Primary and also to their further education and beyond.

Implementation

Geography at Cross Gates is taught in units throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit of study and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to adjustments and adaptations to learning, in line with the school's commitment to inclusion.

Cross-curricular outcomes in geography are specifically planned for, with strong links between geography and English lessons identified, planned for and utilised where possible. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

History



Intent

History has always been held in high regard at Cross Gates Primary School. The History curriculum makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the rich History within their own locality. Units of study are informed by National Curriculum and are sensitive to children's interests. The History curriculum at Cross Gates is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the National Curriculum 2014, the History curriculum aims to ensure that all pupils;

- gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to want to know more about the past.
- are encouraged to ask perceptive questions, think critically, understand primary and secondary sources of evidence, challenge information they are given, and develop perspective and judgement.
- begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- experience periods of History through high quality educational visits and visitors to school.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit of study and consideration has been given to ensure progression across units of study throughout each year group across the school. Within our History curriculum, there are four strands that are entwined throughout the study units. They are Monarchy, Society, Settlements and Invasion. These strands allow the children to compare and contrast between different periods in History and understand more about how history has impacted their lives today. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The local area is fully utilised to achieve the desired outcomes; with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum.

Consideration is given to how learners will be supported in line with the school's commitment to inclusion – work and access to lessons is adapted to cater for all learning needs. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the EYFS statutory document and our Cross Gates Primary School progression of skills document, which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

By the end of Key Stage 2, children will have a chronological understanding of British History from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of World History, such as the ancient civilisations of Greece and the Maya. Cross-curricular outcomes in History are specifically planned for, with strong links between the History curriculum and English lessons, enabling further contextual learning.

Mathematics



Intent

The intent of the teaching and learning of mathematics is to provide an ambitious and creative curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver engaging lessons which are tailored to the needs of our learners and aim to spark curiosity around Mathematical concepts.

We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We intend for our children to develop the understanding that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

As our pupils progress, we intend for them to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The National Curriculum for Mathematics aims to ensure that all pupils:

- o become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- o reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- o can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

Maths in the Early Years:

Mathematics development is embedded across the areas of provision with stimulating, open-ended resources that encourage the children to explore, question and reason. This environment not only underpins the counting principles but also provides children with

opportunities to practise and improve their number skills. Adult interactions regularly support children to apply and embed key understanding in line with the Statutory Early Years Framework. In Reception, the children come together for a daily maths input following the NCETM's Mastering Number programme. Staff use tapestry and classroom displays to record current learning. Counting aloud as a group happens every day and the children watch Numberblocks regularly to support learning. At the end of Reception class, children are assessed against Early Learning Goals in both Number and Numerical Pattern strands.

For the rest of school, Maths is taught in a discrete daily lesson. We structure our Maths lessons into two parts to support effective formative assessment. The first part of the lesson, lasting 45 minutes, consists of a Fab Four retrieval starter, introduction to new learning and main activity. The focus during this session is primarily on building fluency and connections between learning, supported by the purchase of 'White Rose Infinity'. Following this, the children stop for assembly and break time, providing teachers with the opportunity to assess which children will require targeted intervention in the subsequent second part of the lesson, lasting 20 minutes. All staff recognise the role that this 'in the moment' same day intervention plays in narrowing the gap in children's Mathematical development. At the start of the second session, the teacher quickly recaps the new learning and then hones in on a reasoning and problem-solving question with the children. Based on our recent training on goal free problems, teachers create open-ended maths investigations and employ questioning techniques to enhance children's ability to problem solve and minimise cognitive overload. Children who are working confidently and fluently within the first session will continue with their main task, which is then supplemented with reasoning and problem-solving activities to ensure suitable challenge. All sessions include 'Steps to success', which children self-assess against.

To ensure whole school consistency and progression, the school uses the 'White Rose Maths' scheme. White Rose Maths provides a carefully sequenced structure, including links to previous learning and offers lots of opportunity for children to immerse themselves in Maths, allowing room for creativity, to make 'marvellous' mistakes, and succeed. We adapt the White Rose materials to suit the needs of the cohort as well as incorporating resources from NCETM and NRICH in order to provide variation and enhance mathematical thinking. Teachers make use of the carefully structured PowerPoint slides, which support the CPA approach and link directly to activities to further learning. The scheme provides coherent structure through the curriculum and supports children on their journey towards deeper understanding. Teachers are further supported in their planning and teaching through the purchase of White Rose CPD videos, this enhances teachers' subject knowledge, emphasises the importance of models and representations, sharing the key vocabulary for each unit, explaining how to deal with common misconceptions and how to dig deeper to stretch higher attaining children. These important concepts provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum. Staff also use our LEPP Trust Language document to support progression in mathematical language development from EYFS to Year 6. This document was formed via a whole trust training day whereby all staff had input, and was refined and compiled by Maths subject leads across the trust.

Children in Years 1 and 2 also follow the NCETM's Mastering Number programme, as an additional session to the main curriculum. Mastering number supports firm foundations in the development of good number sense for all learners. Children in Years 4 and 5 follow the NCETM'S KS2 Mastering Number programme, as an additional session to the main curriculum. KS2 Mastering number supports development of fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Every classroom at Cross Gates Primary reflects the Maths Mastery approach; appropriate maths manipulatives are readily available to children and the way we teach Maths enables and encourages them to use these independently and selectively. The Maths working wall follows a consistent structure throughout years 1-6; it reflects current learning and supports the teaching of lessons but also serves as an access point to aid independent learning. Working walls incorporate vocabulary, examples of CPA, stem sentences, key facts and reasoning/problem solving. Pre-teach and catch ups are planned in response to children's needs. We value opportunities for cross-curricular links - this may happen inside or outside the classroom!

Every maths lesson should incorporate some element of counting and a fluency activity. We recognise the crucial need for children to have a bank of learnt facts at their fingertips. Lower down the school children use Numbots - an online platform to practise fluency skills which they can access both in class sessions and at home. From Year 2, the children move on to using Times Tables Rockstars in much the same way and the children's success is celebrated weekly. Times tables are also taught within discrete daily sessions in a rote learning style, to support rapid recall of facts and confidence to solve more complex problems.

Modern Foreign Languages



Intent

It is our intent at Cross Gates Primary School to provide a high quality Modern Foreign Languages Curriculum, using The Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. Our modern foreign language, taught from Year 1 to KS2, is French. We have organised our Modern Foreign Language Curriculum so that the knowledge and skills are progressive within each unit and across each academic year, and are extended year upon year throughout the primary phase. Our aim is to ensure our learning journey supports pupils in being able to recall, build on and use previous knowledge of our chosen modern foreign language throughout their primary school years.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary phonetics and grammar will be covered at an age-appropriate level. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a high quality Modern Foreign Languages Curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught, well-planned lessons. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge, organised around age-appropriate topics and themes, building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Phonetics and grammar rules and patterns will be taught by level of

challenge. Each unit and lesson will have clearly defined objectives and aims and will include a range of interactive tasks and opportunities for speaking and listening tasks throughout each session. Reading and writing opportunities will be provided across all units. Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate Language units and into Progressive Language units. Extended writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and provide opportunities for pupils to demonstrate the knowledge, skills and understanding that they are retaining and recalling with increased fluency and ease.

Music



Intent

Our aim at Cross Gates Primary School is to provide a rich, balanced music curriculum that will enable each child to build skills, knowledge and understanding and reach their full musical potential. We intend to ensure that every child will have the opportunity to make music, listen to and appreciate music and understand the specialist aspects of it – its language, its patterns and its notation. Pupils will learn to play a range of instruments and will sing songs from different cultures and genres. Our children will have the opportunity to perform together and appreciate the links between music and performance across the arts. Music lessons will involve listening, singing, playing, evaluating, analysing, and composing across a variety of historical periods, styles, traditions, and musical genres. We want our pupils to develop a love for music in all its forms, respecting the role that music plays in people's lives. Pupils will explore the works of great composers and musicians and they will get the opportunity to perform in a variety of contexts, both formal and informal, and will be able to experience high quality live music as they move through school. Our belief is that, "A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement."

Department for Education, National Curriculum

Implementation

Staff will deliver creative music lessons using 'Musical Futures' in KS2 and a range of supporting materials such as 'Sing Up' in KS1 and EYFS covering the knowledge and skills clearly set out in the school music progression document. Children will have the opportunity to develop an understanding of pulse, rhythm and notation and apply this across a range of genres, playing a range of tuned and untuned musical instruments, body percussion, chair drumming and singing. Music is delivered by school teaching staff, with the additional enhancement in KS2 of a music specialist, all of whom follow a clearly planned, rich syllabus as set out in the school unit curriculum offer and detailed in the whole school progression document.

Regular singing sessions introduce children to songs from different cultures and genres, and class singing is an integral part of life in EYFS up to KS2. The KS2 choir, run as an extra-curricular club, will perform regularly, including in partnership with other schools and within the local community. Links with external providers (such as the West Yorkshire Music Hub and ArtForms) enhance our school music provision. Christmas performances and class assemblies provide performance opportunities, as well as an end-of-year showcase for instrumental learners. Cross Gates pupils will be given the chance to participate in performances outside of school, within our locality, in the city and beyond.

PE



Intent

Our PE Curriculum at Cross Gates Primary School is designed to provide a broad and balanced, inclusive program of activities which develops new skills and builds on existing ones. Encompassed within our PE planning, is a focus on our 7Rs. We aim to ensure that pupils' experiences of PE are positive and motivating by delivering high-quality lessons that enable all pupils to achieve their personal best. We encourage pupils to be physically active and aim to inspire children to be able to make informed choices that lead to healthy and active lifestyles. We want all children to experience a wide variety of sports and activities and to be confident and excited when trying new things. We give children opportunities to support each other and to evaluate their own and others' work; to deepen their understanding and to develop leadership skills. We aspire to enable all children to leave primary school being able to swim at least 25 metres, with a sound knowledge of how to stay safe in and around water.

The national curriculum aims for physical education are to ensure all pupils:

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

Implementation

The following details how we will deliver on our intent;

- Children participate in high-quality PE lessons twice a week; one teacher led, one led by our external provider, Premier Sports.
- Classes follow the whole school PE overview to ensure variety and skill progression; two different sports/ activities are covered each half-term.
- Children are provided with their full entitlement to PE and teachers ensure that no interventions take place during this time.
- Teachers primarily use the Greenacre Partnership scheme as a basis for planning and assessment.*
- Children attend swimming lessons throughout Year 4 and Year 5.
- Children are given opportunities to participate in competitive sports and try new activities through: the LEPP Trust, School Games and cluster events.
- Extra-curricular activities are provided which are inclusive, enjoyable and increase children's physical activity.

- Children are given opportunities to develop our 7Rs in PE lessons, competition, team activities and Sports Days.
- Annually, the school celebrates National School Sports and Wellbeing Week, to inspire pupils and to promote sport, physical activity and healthy lifestyles.

*Yoga, Fitness, OAA and Swimming are taught using other resources.

Phonics



Intent

At Cross Gates Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. The systematic, synthetic teaching of phonics has a high priority throughout the Early Years Foundation Stage and Key Stage 1, as we strongly believe teaching children to read and write independently is a fundamental skill, which holds the key to the wider curriculum and has an impact upon children's self-esteem and future life chances.

Implementation

At Cross Gates Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. The progression of the scheme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems,
 - learning a range of nursery rhymes and action rhymes,
 - activities that develop focused listening and attention, including oral blending,
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

PSHE



Intent

At Cross Gates Primary School we want our PSHE (Personal, Social, Health and Economic) curriculum to support children to:

- become healthy, independent and responsible members of society
- help them develop their knowledge, understanding and emotions to be able to play and active role in tackling many of the moral, social and cultural issues that are part of growing up
- encourage them to play a positive role in contributing to whole school life
- nurture and support them to develop the skills to build positive, respectful relationships with others and to help them to gain confidence in themselves and have high aspirations
- gain the knowledge and skills required to stay healthy, happy and safe and thrive in their futures (on and offline)
- develop pupils' confidence, resilience, and self-esteem, and their ability to identify and manage risk, make informed choices and understand what influences their decisions
- support children developing the essential skills for future employability and achieving economic wellbeing
- support children in developing the capacity to be active and effective global citizens now and in their future
- To provide a safe and happy learning environment where children can express themselves freely
- For pupils to be encouraged to talk openly about their mental health and access support as and when required
- To deliver an age appropriate and progressive RSE curriculum that meets the needs of all pupils

Implementation

We follow the You, Me and PSHE curriculum

- This curriculum is divided into seven strands:
 - Relationships and sex education (RSE)
 - Drug, alcohol and tobacco education
 - Keeping safe and managing risk
 - Mental health and emotional wellbeing
 - Physical health and wellbeing
 - Careers, financial capability and economic wellbeing
 - Identity, society and equality

- Pupils receive weekly lessons from this curriculum and one topic per half term is taught to each year group
- A pre-assessment is done at the beginning of a topic and a post-assessment done at the end so that teachers can see what progress has been made

This is supported by Mindmate lessons:

- These are lessons designed to promote and support children's social, emotional and mental health (SEMH)
- There are six topics and each one is covered in half a term. The whole school covers the same topic.
- On the first day back after a school holiday we have our 'Mindmate Monday' where an assembly is delivered on the whole school topics followed up by age appropriate and progressive lessons in classes
- This helps to support children with their transition back into school after a break

Links are made with SMSC, British Values and other areas of the curriculum and we take part in many national awareness events such as anti-bullying week. Whole school, Key Stage and class assemblies make links to PSHE, British Values, and SMSC.

We also have our 7 R's which are an integral part of our whole school values and underpin all areas of learning and behaviour.

These are:

- Resilience
- Responsibility
- Risk-taker
- Relationships
- Respect
- Resourceful
- Reflective

We work restoratively throughout the whole school, basing our practice around principles that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It supports children to develop their empathy and self-learning to maintain and repair relationships. This permeates through and underpins our whole school ethos

To support individuals who may have higher SEMH needs we have a full-time learning mentor and inclusion support worker. If we feel a child would benefit from one to one specialised support, we have access to play therapy and counselling through The Beck.

RE



Intent

During their time at Cross Gates Primary School the children will follow a syllabus called 'Believing and Belonging', which has two key elements.

Firstly it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs exploring their commonality and diversity.

Secondly it is about belonging. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges different views and cultures can present.

The RE curriculum primary purpose is to give children a broad understanding of Christianity alongside other world faiths (Islam, Judaism and Sikhism) and non-religious beliefs. The syllabus integrates religious studies with aspects of philosophical questions and ethical issues. Believing and Belonging will provide a stimulating and rigorous framework for Cross Gates pupils to learn about religion, world views, alongside nurturing tolerance, respect, empathy and kindness at school and in our local communities.

Implementation

The Believing and Belonging syllabus is taught in 4 or 5 half termly blocks from Years 1-6 for at least an hour a week. Early Years are guided by the 'People and Communities' strand of 'Development Matters' in the Early Years Foundation Stage to provide rich learning opportunities through play and playful teaching. Key dates and religious festivals also provide opportunity for celebrating in a relevant and meaningful way throughout school.

Work is evidenced in a variety of ways for example written work in books, a piece of artwork, a Christmas production, or a photo. As part of the syllabus visits to local places of worship are encouraged and links are being made with members of faith communities. The school has links with The Methodist Church, Cross Gates, and the whole school visit at Christmas for a Carol Service. Regular assemblies and links with the cultural team within school provide cross curriculum links to embrace diversity and promote positive images of people in the wider community including their beliefs, traditions, culture, language and history.

Science



Intent

The 2014 National Curriculum for Science aims to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this

At Cross Gates Primary, we encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school, so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

Implementation

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following;

- Science will be taught in planned and arranged units of study by the class teacher. Some units will be on-going throughout the year, for example Seasonal change will not be taught as a discrete unit over six weeks; lessons will be planned throughout the year to maximise effectiveness.
- Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test

conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the units of study.
- Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.

Special events, such as Science Week or project days, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events may involve families and the wider community.

SMSC Spiritual, Moral, Social & Cultural development



Intent

The intent of the SMSC and British Values curriculum is to ensure pupils' education is holistic and provides a well-rounded education which includes learning how we work and play together, respecting each other's' point of view, respecting and applying rules and understanding why we exist. At Cross Gates primary School our SMSC and British Values curriculum intentions are:

- To build an SMSC & British Values curriculum that provides a holistic approach which incorporates academic learning with extra- curricular and non- class based opportunities for developing Character skills/education which includes learning about respect, understanding of the differences and similarities between communities and collective human values.
- To build an SMSC & British Values curriculum that incorporates opportunities for children to learn about how they can contribute to society and culture, throughout their lives enabling them to have a positive impact on the school, local and wider community through an understanding of citizenship.

The intent is rooted in sound research, which states; successful character education was felt to depend on a clear vision and whole school approach embedded across the curriculum. It needed to be driven forward by strong leadership, and delivered and modelled by staff with the appropriate skills, time and access to activities that could be tailored approach.

Implementation

Having a clear overview of the Curriculum Offer and Cultural Capital vision enables us to make links with clear and comprehensive schemes of work in line with the National Curriculum. Teaching and Learning should make links with SMSC & British Values through all subject areas where relevant, particularly PSHE, RE and History. We continue to observe specific celebrations and events in the SMSC calendar eg, St Georges Day and Black History Week.

We contribute regularly to community events – eg, Bag packing, Choir in the Community and Educational visits that develop understanding of the community and wider region.

Subject Leadership Improvement Plan

Current Year
2024-2025



Subject Leadership Improvement Plan 2024-2025



Subject:	Subject Leader:
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Key Objectives <i>Intent</i> (from self-evaluation of subject)	Steps to Success <i>Implementation</i> (what needs to be done to achieve it)	What success will look like <i>Impact</i> (the intended outcome)	Resources Involved Human, Physical, Financial	Staff Involved Who is responsible	Planned Timescale When will it be completed by	Evaluation/ Monitoring <i>RED, AMBER, GREEN</i> Measuring <i>Impact</i> during the year