



BELMONT SCHOOL

(Additionally Resourced Mainstream School)

Curriculum, Learning and Assessment Policy

OCTOBER 2023



<p align="center">UNCRC Article 19 - Every child has the right to protection Global Goal 4 – Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Goal 10 - Reduced Inequalities Reduce inequality within and among countries.</p>	
Head Teacher	
Name	Mrs P Aggarwall
Chair of Governors	
Name	Mr M Kara
Date Ratified	10 th October 2023
Review Date	September 2024

Curriculum, Learning and Assessment Policy

Introduction

At Belmont School, we believe that the curriculum is a powerful tool that teaches lifelong skills and embeds a love of learning. We encourage a willingness to explore, investigate and apply skills by providing a bespoke set of opportunities to meet the needs of all children.

We believe that from this, they are able to become confident, successful, happy learners. The National Curriculum is used as a starting point to allocate skills, knowledge and understanding for each year group. We use the following guidance to support this:

- The Harrow agreed syllabus to teach Religious Education
- The mandatory programmes of study for Relationships Education, Relationship Education (RE) and Health Education

We enrich our wider curriculum by providing opportunities to engage, develop, innovate and express through a variety of creative themes. This policy must be read alongside the school's Curriculum Vision and Values that can be found on our school website (<https://www.belmont.harrow.sch.uk>).

The curriculum is planned with a focus on learning that is organised in such a way as to promote curiosity and personal growth and development. This includes, not only the formal requirements of the national curriculum, but also a range of extra-curricular activities that the school organises in order to enrich the experiences of our pupils. We lead with the 'UNICEF Rights of a Child' and our pupils learn from their rights and how they develop into good citizens. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

Belmont School's Curriculum Aims

The aims of our school are:

- To enable all children to learn and develop skills to their best ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To provide outstanding learning experiences, leading to high levels of engagement and excellent progress for all children
- To enable children to be creative and to develop their own thinking
- To teach children about the developing world, including how their own environment and society has changed over time
- To help children understand Britain's cultural heritage
- To create a culture of positive wellbeing and prepare for life in modern day Britain by promoting the spiritual, moral, social and cultural development of each person. This includes the promotion of the British Values: Democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs that will enable children to be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education
- To teach children to have an awareness of their spiritual development and to understand right from wrong
- To enable children to have respect for themselves and others; to have high self-esteem; and to be able to live and work co-operatively so they grow up committed to equal opportunity for all
- To help understand the importance of truth and fairness
- To seek real life opportunities for children to develop key skills and the school's core values: show respect, do your best and make the right choice

- To celebrate achievement at all levels and promote a ‘can do’ approach, inspiring and challenging learners to be the best they can be, in all they do
- To develop the whole child and ensure that the curriculum is appropriate for the child’s stage of education, regardless of age or needs
- To encourage parental partnership by keeping families up to date about what is covered in the curriculum and involving them in their child’s learning

Belmont School’s Curriculum Intent

Our curriculum is based around the [UNICEF Rights for Children](#) and the [17 sustainable Global Goals](#). At Belmont School, we are focusing on what those goals mean to us and how ‘Pupil Leaders’ can share understanding across the school community.

We put the child at the centre of our school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The creative and performing arts are pivotal to our curriculum delivery and ensure that our children are immersed in vibrant experiences, allowing each of them to express themselves as an individual.

The key principles behind the design of our curriculum are for our children to:

- Be confident, independent and resilient; displaying a thirst for and becoming leaders of learning
- Be kind; showing empathy and compassion whilst valuing inclusivity and diversity
- Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- Be culturally knowledgeable about our country and the world we live in
- Aspire for the future and know that these can be reached through hard work and determination
- Be well-prepared for the challenges of their next stage of learning

Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

Implementation

Implementation describes the way in which we deliver our intent consistently each day. At Belmont School, we provide a rich curriculum based on the statutory requirements of the National Curriculum programmes of study. Our broad and balanced curriculum helps to prepare the children for their future learning in school and wider world. Learning is sequenced with clear progression from EYFS to the end of Key Stage 2. The children’s knowledge and cultural capital is enhanced in each year group through planning and the delivery of high-quality lessons that develop pupil’s knowledge and skill that are reflected in learning walls, pupil’s work, pupil’s voice and high-quality resources.

Knowledge is consolidated and built upon to support retention and recall and is clearly outlined in progression documents and schemes of work. This ensures that by the time children leave our school they have learnt, and are able to recall and apply the key information that we feel are important in order for them to be successful in the future.

We develop our teachers and teaching assistants through nationally accredited professional development as well as personalised bespoke training relevant to the needs of our school. Thus, they

continue to deliver creative, high quality lessons. Teaching includes personalised learning plans, individual support, small group activities and whole class teaching.

Impact

As a result of our well-planned curriculum, our expected impact is as follows:

- Our pupils show kindness, compassion, empathy, ability to self-regulate and courage
- Our pupils demonstrate a passion and thirst for lifelong learning
- Our inclusive practice celebrates moments of wonder and captures each small step of progress for every child regardless of their individual needs
- Our pupils achieve well – all making good progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2
- Our pupils have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21st Century. They are able to make connections between key knowledge and concepts, demonstrating that they know more and remember more as a result of their time with us
- Our pupils have access to a wide and varied curriculum, enabling each of them to excel as individuals and to do their best
- Our pupils have high aspirations for the future and know that these can be realised with hard work and determination
- Our pupils are mentally and emotionally happy and resilient learners who are willing to take risks and celebrate every mistake as a learning opportunity
- Our families work in partnership with us to ensure their child's journey at Belmont School is a positive one and prepares them to contribute positively to the world in which they live

A Broad and Balanced Curriculum

Our curriculum overview, progression maps and medium-term plans clearly outline the learning objectives taught in each subject area throughout each year, in line with the overarching themed weeks that follow the National Curriculum programmes of study. Through outlining the curriculum in this level of detail, we can ensure that all curriculum areas are given sufficient weighting and our topic approach, with a focus on returning to key skills over time, allows children to make neural connections between different areas of learning. Information on curriculum implementation in individual subject areas can be found in the appendix 3.

Organisation and Planning

We plan our curriculum in three phases:

First is the **Long-Term Plan** which is agreed for each Key Stage. This plan indicates what subject is to be taught in each term. We review our long-term plan on an annual basis.

Next our **Medium-Term Plans** break down each term into weekly overviews for all subjects. The school follows the National Curriculum in Mathematics and English and uses schemes to ensure total coverage (Power Maths Scheme, The Literary Tree for English, Rocket Phonics by Reading Planet). The school also uses the National Curriculum to plan the foundation subjects adapting them as needed to suit the needs of our children.

Our **Short-Term Plans** are those that our teachers write on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use in the lesson. Teachers plan personalised learning for pupils in their classes. The short-term plans are effective working documents.

In the Foundation Stage we adapt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals and there is planned progression in all curriculum areas.

At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects separately.

Over three terms of the academic year, each child will have the opportunity to experience the full range of National Curriculum subjects.

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject
- book corners will be comfortable and attractive
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and helping with school visits. Work experience students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Outdoor Learning

We know that our pupils benefit from outdoor learning opportunities and have planned a range of educational visits throughout the year as part of our curriculum entitlement. We also have staff who are trained in delivering Forest School, which pupils from Nursery to Year 6 participate in. Visits may also be used as starting points for other learning, to encourage children to build on their prior knowledge and understanding and make further learning connections. By the end of Year 6, children in our schools have experienced a range of outdoor learning opportunities, including visits to the theatre, the local community, sporting events and places of worship.

Mindset

We teach our pupils the importance of a growth mindset and neuroplasticity from Early Years upwards, in order to develop their resilience and ability to learn from their mistakes. This is an important strand in our Personal Development Progression Map. Pupils are taught that our brains can be exercised like other muscles and grow over time with regular practice. This links to our principles around spaced practice and the importance of regularly returning to and building on prior learning.

Our staff build cultures of challenge in their classrooms via the language they use with children, use of display and their everyday practice. Mistakes are valued as learning opportunities.

Mental Health and Self-Regulation

At Belmont School, many of our pupils come to us finding it difficult to self-regulate their behaviour and emotions. Our Personal Development Progression Map shows how we have designed age-appropriate opportunities to discuss mental health and develop pupils' self-regulation skills, to support them as they progress through their lives. These skills are regularly visited in PSHE lessons, class circle times and assemblies, where pupils have regular opportunities for reflection.

Home Learning

Details of home learning can be found our home learning policy. The policy is research based and focus around the importance of impactful home learning tasks, developing talk, outdoor learning experiences and regular reading and mental maths practice at home.

Digital Technology to Enhance Learning

Alongside high-quality specialist computing provision, the use of digital technology to enhance learning is embedded as part of our daily practice across the curriculum. For further information, please visit the following page on our website, <https://www.belmont.harrow.sch.uk/online-learning>.

Assemblies

Our assemblies take place on a weekly cycle, including whole school opportunities to celebrate children's learning, collective singing assemblies, phase assemblies and class performance assemblies. Our assemblies are part of our curriculum and are carefully timetabled to provide an opportunity for children to learn about key cultural and religious festivals, as well as other areas of personal development, such as building resilience and growth mindsets, understanding diversity and developing articulation skills.

Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so follow the school's SEND policy and procedures.

We aim to be an effective school in which all pupils, whatever their educational needs or personal circumstances, experience a curriculum that is fully inclusive. We offer a curriculum that is broad,

balanced and that provides effective opportunities for all children to learn and achieve their true potential.

We use key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

We have high expectations of all our children in an educational, social and behavioural capacity. We aim to provide positive role models.

Special Educational Needs and Disabilities, including Complex Learning Difficulties and Disabilities

“Children with CLDD need to be taught in ways that match their individual learning styles by educators who recognise their abilities and potential for engagement and learning. Our work must be to transform children with CLDD into active learners by releasing their motivation, unlocking their curiosity and increasing their participation; key to this are relationship processes – warmth, sensitivity and responsiveness. From there the child becomes engaged, and their personalised learning journey begins.”

‘Engaging Learners with Complex Learning Difficulties and Disabilities – Barry Carpenter (2015)

When planning for teaching and learning we consider the wide range of abilities of our children.

Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and support plans are created. Extra support is given and the curriculum differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers (see SEND Policy).

Learning Walls – Zones of Learning

Learning Walls are the “brain on the page” for the whole class and reflect the current thinking and learning. They provide support for children as they engage in independent learning. Learning Walls should be positioned around and close to the focal teaching point e.g. IWB, so that they can be used interactively as the class engages in learning. Whilst learning walls are necessarily a “work in progress”, they should be sufficiently organised so that children can easily access the **thinking, modelling and conjecturing** they contain. The importance of ‘zoning learning’ is to enable all pupils to retrieve information they need quickly and easily to deepen their understanding, thus all of the learning around a particular aspect of learning is found in one place.

Quality indicators of effective learning walls:

- They reflect the **ideas, strategies and skills** being developed each week/ sequence of sessions/ half term
- They celebrate ideas and **connections** being made
- They contain rough notes, diagrams, labels, pictures, photographs and questions that are **in large font** that can be read by the pupils who are at the back of the class
- They contain **modelled** learning that can be read by the pupils who are at the back of the class
- They support learning by acting as a reference point for independent learning and self-assessment
- They reflect learning from across the curriculum
- They contain hypothesis and conjecture
- They contain thought and mind maps

- They contain “items of learning” that children have added independently that can be read by the pupils who are at the back of the class
- They contain “live” maths thinking and problem solving
- They contain key vocabulary, sentence and text structures that can be read by the pupils who are at the back of the class
- **They are up to date and relevant at all times**

What are the Zones of Learning?

In all class rooms there will be one dedicated space for the main aspects of learning that will clearly demonstrate the above as well as the relevant knowledge and skills – **these are non-negotiable:**

- **Maths Learning Wall – must be near your main teaching space**
 - *Vocabulary*
 - *Models/Examples/Scaffolds*
 - *Examples of pupils learning*
- **English Learning Wall – must be near your main teaching space**
 - *Vocabulary*
 - *Writing Models/Examples/Scaffolds*
 - *Examples of pupils learning*
 - *Grammar, Punctuation, Spelling patterns*
 - *Phonics for pupils who struggle in Key stage 2*
- **Reading Skills zone – must be near your Reading Area**
 - *Books will be labelled and organised into Fiction and Non-Fiction*
 - *Support strategies for the appropriate Key Stage will be displayed (see Strategies for Reading Section – Reading to decode and for meaning)*
 - *Reading components that all children must acquire to become a successful reader (see Strategies for Reading Section – Classroom display to introduce pupils to the reading strands/content domains)*
 - *Reviews of books read by staff and pupils*
 - *Will be tidied and organised – clearly labelled – use visuals*
 - *Will have all dictionaries and thesauruses*
- **Phonics Learning Wall (EYFS/Key Stage 1)- must be near your main teaching space**
 - *Words with the grapheme from each phase to be displayed as an example for children to blend*
 - *Phoneme/digraph/trigraph of the week interactive display. This should include concrete objects, which begin with the sound, whiteboards and pens for children to write words containing the sound. Challenges could also be included e.g. find the sound from the magnetic letters, create a word with the sound... find an object which begins with the sound...*
 - *Common exception words and high frequency word*
- **Science Learning Wall – can be anywhere in the classroom (will include Exploration, where possible)**
 - *Vocabulary*
 - *Models/Examples/Scaffolds*
 - *Examples of pupils learning*

- **Subject Learning Wall** - can be anywhere in the classroom – will be explicit with what aspect of learning is being covered from the foundation subjects, e.g. Historical, Geographical, Art, D&T
 - *Vocabulary*
 - *Models/Examples/Scaffolds*
 - *Examples of pupils learning*

All learning zones will state the word the following wording **'We are exploring...'** and the name of what is it.

Ambitious vocabulary must be subject specific and clearly marked on all Learning Walls, with visuals where appropriate. Any vocabulary you need the children to practice retrieving should be continuously displayed until it is not needed by all.

Classroom signage should be unique and ownership of production should be on pupils and staff. Thus, Twinkl signage must not be used.

Where do we display timetables and any other administrative information?

Teachers will use the backs of the cupboard doors in the classrooms to display any admin related paperwork e.g. timetables, rotas, class seating plans. All board space in the class must be used as learning spaces for pupils.

Visual Class Timetables

Must be displayed where the teacher thinks most appropriate and accessible for the specific needs of the learners in YOUR class.

How we will share learning and progress with parents

We know that pupils need support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each pupils by keeping them informed about the way in which pupils are being taught and how well their child is progressing. There are three formal opportunities to meet with parents during the course of the year to discuss pupil progress. We also will be sending termly reports for parents that outline where pupils are at that precise moment in the year and what parents can do to support learning at home.

The Early Years Foundation Stage

Our Early Years Foundation Stage curriculum is directly linked to the progression of skills throughout Key Stages 1 and 2 and our subject progression maps demonstrate how statements from Development Matters directly link to knowledge and skills further up the school. We believe in a balance between outstanding, continuous provision with regular opportunities for child -initiated learning, planning based on children's interests and a more formal approach to prepare our pupils for Key Stage 1.

We follow the Early Years Statutory Framework for the Early Years Foundation Stage, revised in March 2021 by the DfE. The framework outlines four guiding principles to shape practice in Early Years settings.

What is the Early Years Foundation Stage?

- It sets the standards for learning, development and care of children in childcare, nursery and Reception classes
- It is based on seven areas of learning and development
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity

At Belmont School we do this by understanding:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates

Learning is sequenced using the 'Birth to Five' Document covering the following statutory areas:

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

Continuous assessment is carried out through profiles from Nursery.

Comparison between the EYFS and KS1 Curriculum and Transition

Early Years Foundation Stage Curriculum	National Curriculum Key Stage 1
Personal, Social & Emotional Development	Personal, Social & Health Education (PSHE); Citizenship
Communication and Language Literacy	English
Mathematical Development	Mathematics
Understanding the World	Science, History, Geography, Design & Technology, Computing, Religious Education
Physical Development	Physical Education (handwriting)
Expressive Arts & Design	Art and Design, Music

Aims and Principles of Smooth Transition from Reception to Year 1

We know from research that transition can be made less daunting if teachers and parents work together and that when they do, this has a positive impact on children. Below are some of the shared aims and principles that will shape a smooth transition from EYFS to Year One:

- Ensure that we retain the best of EYFS practice, recognising that Key Stage 1 is different
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful
- Taking account of all information that is shared so that children's needs are understood, particularly vulnerable children or those with additional needs
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways

- Recognising that effective teaching and learning for 5-7-year olds should be based on what is known about how young children develop and learn (Based on: Smooth Transitions, Bayley, R. & Featherstone, S.)

PHSE and Citizenship

PHSE plays a valuable and essential part in the development of the whole child. PHSE provides opportunities for pupils to explore personal issues and to confront sensitive issues such as bullying, racism and sexism. Circle time is a valuable part of each classroom and facilitates pupils' exploration of the ideas linked with these issues in a non-threatening manner.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject; ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work (see Subject Leader Handbook).

Assessment, Recording and Reporting

How do we assess pupils' learning?

Teachers at Belmont School assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Belmont School have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- Objectives from the National Curriculum and Early Years Foundation Stage Profile are being used as expectations for all children
- Pupils will make age-appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age-related expectations
- Teachers are experts at assessment - assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve

Our assessment and reporting system from September 2023 will include:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation, and dialogue to inform them about next steps in teaching.
- Children know what they are being asked to learn and, more importantly, why
- Children are partners in the learning process, using a framework of cold/hot assessment tasks to know where they are at on the learning journey, where they need to go next and what they need to do to get there
- Success Criteria are discussed and agreed with or formulated by the children for each learning session, work is then assessed against the success criteria
- Three-way feedback; pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback
- Regular pupils' work scrutiny and pupil discussions lead by subject leaders

In addition to the above, there will be three 'formal' assessment points or 'data checkpoints' in the year. These will take place at the end of each term. We will use DFE tests for reading and mathematics in Years 2 & 6 as well as Learn By Questions tests for Year 1, 3, and 5, as these will provide us with a standardised score and detailed gap analysis to tell us how much progress your child is making and if they are on track to meet National Curriculum expectations for their age range. The tests will also inform us about our next steps in teaching. We will use teacher assessment for writing and in Early Years. Children's reading ability will be 'benchmarked' termly to ensure a good match of reading books to individuals' ability.

Children in Years 1, 2 and 6 will continue to sit the statutory assessments in the summer term and Year 4 pupils will sit the new national times table check, again in the summer term.

How we share this information with parents:

- Online learning review, at least once each term, a child will share online learning from their English and Mathematics books, ready to share their progress with parents. Parents have an opportunity to make comments on this to share with their child and the class teacher
- Following each 'Data-Snapshot', we will report to parents via an online system. Pupils will be assessed as working 'below', 'at', or 'above' expectations for their age. These descriptors will also be used for assessing progress from starting points (end of Reception or Year 2)
- Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms are based on the assessment system in place for each age group
- Parents also receive a termly report and outcomes of statutory assessments at the end of the Summer Term

This will look like:

- Autumn 1 - Meet the teacher parent meetings.
- Autumn 2 – LBQ/DFE tests in maths and reading, writing moderation.
- Autumn 2 – Autumn Interim Term Report.
- Spring 1 - Parent consultation meetings
- Spring 2 – LBQ/DFE tests in maths and reading, writing moderation.
- Spring 2 – Spring Interim Term Report.
- Summer 1 - Statutory assessments for Year 6, Non statutory assessments for Year 2.
- Summer 2 – Statutory Phonics Check for Year 1 and retest for Year 2, Multiplication Check for Year 4.
- Summer 2 - LBQ tests (Y1,3,4,5).
- Summer 2 – End of Year Report.

Statutory Assessments (End of Key Stage)

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline, EYFS profile
- Year 1 (and 2) - Phonics Check
- Year 4 - Multiplication tables check
- Year 6 - end of Key Stage assessments

Early Years - Nursery & Reception

Class teachers will use a combination of the EYFS profile and a baseline assessment to measure children's progress.

What is the Reception baseline assessment?

The Reception baseline assessment is a national assessment that is administered in Reception classes in all primary, infant and first schools in England. This forms the baseline for primary progress measures, allowing schools to receive credit for the progress their pupils make throughout their time in primary school.

Why has it been introduced?

Historically, a key measure of how well a primary school is serving its pupils is the progress that they make between the end of Key Stage 1 (year 2) and the end of Key Stage 2 (year 6). This allows the government to take account of the fact that schools face different challenges given their pupils' starting points. The Reception baseline assessment provides a snapshot of where pupils are when they arrive at school, enabling a new starting point to measure the progress that they make by the end of year 6. It also enables the Department for Education (DfE) to remove statutory end of Key Stage 1 assessments, as they are no longer the starting point for progress measures.

An information video for parents about the Reception Baseline Assessment (RBA) can be found [here](#). This will provide information to help you, as parents, to understand a little more about what the assessment is, how it is carried out and why it was introduced

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS

EYFS profile data is used to:

- Inform parents about their child's development through early learning goals (ELGs) and the characteristics of their learning
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child

Children in Nursery and Reception are assessed by the Prime and Specific areas of Learning in the EYFS profile, these are recorded on our online system, Evidence for Learning. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected

Phonics Screening Check Year 1

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learnt up to the end of Year 1, and to identify those who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonetic rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters
- Pupils will be scored against a national standard, and the main result will be whether they fall below, within or above this standard.
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

Feedback Policy September 2023

Intent

As a school, we trust in teachers as professionals to choose the best and most appropriate form of feedback for that particular child, for that particular task (see Teacher Standards, 2011).

The purpose of feedback is to:

- Encourage learners
- Unpick misconceptions
- Identify next steps
- Further challenge students with their learning

At Belmont School, we have decided to follow an ‘immediate feedback’ approach. The intention of providing immediate feedback is to reduce workload and increases the impact of what is being planned and delivered by the teachers so that pupils deepen their knowledge and understanding of the curriculum that is being taught to them.

This immediate feedback process has seen an increase in pupil performance and more notably, pupil engagement within lessons.

Why do we provide feedback?

The primary purpose of feedback is to help learners adjust their thinking and behaviour for learning to produce improved learning outcomes. Feedback is a consequence of teaching and a response to learner performance (formative assessment).

Feedback is crucial for improving not only knowledge acquisition but also learner motivation and outcome. It informs pupil progression within the lesson and overtime. Live feedback should enable pupils at Belmont School to self-regulate their learning by becoming more reflective, independent, resilient and ambitious learners.

Through this way of supporting pupils, staff will also understand what barriers are inhibiting individual pupils from making progress. This could be home, physical, environmental or emotional barriers that may lead to further intervention from external agencies if needed (see SEND policy, Safeguarding Policy and Procedures and Mental Health Promotion at Belmont School documents).

Pupils should understand how to improve and develop because of useful immediate feedback. **This enables staff to use progression documents to support weekly inquiry plans to develop a “little and often” approach to highlight progress and next steps for ‘best fit judgements.’**

Feedback must model the language of learning:

‘Teachers check pupils’ understanding effectively, and identify and correct misunderstandings. Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils

Implementation

Feedback procedures will vary according to the type of learning, subject or key stage. The following procedures are agreed expectations across the school:

How we assess and give your child feedback?

Pupils are provided with a feedback in a variety of ways throughout lessons and on the OneNote. These include:

- **Verbal Feedback:** Providing pupils with instant feedback about learning
- **Peer Feedback:** Working collaboratively with a partner to look at learning and support one another with next steps
- **Peer Marking:** Pupils will look over other pupils learning to support with next steps
- **Self-Marking:** Pupils will be provided with resources to edit their own learning
- **Observations:** Pupils complete mini whiteboard work and engagement in lessons
- **Home Learning Marking:** Pupils will be provided with supportive written or verbal comment relating to the learning
- **Pupils absent or leaving mid-lesson due to medical, music lessons or other reasons should have their absence indicated in books. Teachers must plan for subject specific intervention to help pupils catch up on key knowledge and learning components needed before they move on to the next stage of their learning**
- **LSAs supporting individuals or groups of children will mark their books to indicate the amount/type of support given (GGS = guided group support, WS = with support, I = independent) and write initials. (Not to be completed during COVID-19 Period)**

Please note:

- Pupils should be completing learning reflections/peer reviews in purple pen
- Staff to use green pen only

Impact:

- Robust and timely monitoring and moderation demonstrates that pupils make good or better progress over time because of highly effective feedback
- Pupil conferencing enables teachers to reshape learning and as a result, pupils understand how well they are progressing and what they need to do to improve further
- This document is kept under regular review and is updated in consultation with staff in phases so that it is responsive to pupils needs

Monitoring of the curriculum coverage, delivery and pupil acquisition of knowledge and skills

Teaching and learning is monitored every term by the ESLT (Extended Senior Leadership Team) who carry out a range of actions to ensure the following;

- The school ethos is at the heart of the school
- All areas of the curriculum are taught weekly and the timetable reflects the entitlement
- Any aspect of the school that needs development / improvement is identified and actions put into place ensure this happens
- Teaching and learning empowers children to want to learn and develop and they are fully engaged in learning
- Children are provided with the tools to enable them to realise their full potential

The termly cycle of monitoring & evaluation is as follows:

Class teacher

- Follows the Feedback policy to ensure high standards are in place, next steps and questions allow children to learn further and opportunities for work to be improved is given
- Encourages high presentation levels across all subject areas in line with the Presentation Policy (see Handwriting and Presentation Policy)
- Uses formative assessments to inform planning and adapt teaching to ensure all children make good progress
- Identify children who may need additional support and deploy staff to lead interventions
- Set targets for SEND children/vulnerable children and liaise with SENDCo to review them
- Capture evidence of learning in children's books to show progress overtime
- Blog on the school website to show the learning journey of the class
- Complete summative assessments following the assessment cycle in all core subjects and baseline assessments
- Come prepared for Progress Review meetings each term to discuss children's progress and attainment with the head teacher and identify next steps
- Carry out learning walks as a staff team to share good practice and value the commitment to the learning environment
- New class teacher to complete the handover for the class they will receive in September discussing attainment, achievement, progress and any pastoral issues or vulnerabilities
- Appraisal targets set in line with cohort needs, data analysis, personal development and personal well being
- Carry out book scrutinise together to share good practice and identify areas where improvement is needed- focus on feedback, editing and handwriting procedures
- Appraisal targets reviewed in line with observations and data

Learning support assistants

- Performance management targets set in line with cohort needs, data analysis, personal development and personal well being
- Learning support assistant learning walks with verbal and written feedback given in line with job description focussing on impact on learning
- Planning and reviewing of interventions

Subject Leaders

- Create a subject action plan linked to the objectives on the School Development Plan on BlueSky
- Review the whole school assessment tracker (FFT Pupil Tracker) for core and foundation subjects in Spring and Summer
- Review the subject and class long term overviews, medium term plans and weekly plans
- Informally observe lessons and look through books to get an understanding of the teaching of your subjects to enable you to audit resources and identify training needs- give verbal feedback
- Carry out pupil interviews to get an understanding of how the children feel about certain subjects and provide feedback for staff
- Monitor subject specific interventions to ensure that they are deepening understanding and helping pupils 'catch up' their development of key vocabulary and knowledge before they move on to the next step of their learning journey
- Create bespoke low stakes assessments to ensure that teachers are able to know where their pupils are in relation to meeting the end of year age related expectation
- Work with year groups to adapt short term planning to ensure that key components and concepts are well understood and embedded before they move on to the next topic
- Support teachers and leaders understand how assessment of their subject must inform planning and intervention. For example, they use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Note - Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils
- Report against the action plan for the link Governor and share with them during 'Curriculum' committee meetings

ESLT, SLT and Headteacher

- Whole school data analysis using SATs data, school data and cohort analysis at the end of the Summer term- shared with staff and governors
- Half termly attendance review- under 90% attendees monitored and meetings with parents held
- Carry out learning walks each term with a focus on next steps identified in Progress Review meetings verbal and written feedback given
- Carry out Classroom Environment Walks each term- verbal and written feedback given
- Lead Progress Review meetings each term with a focus on each child making good or better progress, attainment of individuals and whole class, predictions for children on track to meet or exceeded expectations at the end of the year and identify specific needs/interventions which need to be put in place to support specific children

External advisor

- Carries out head teacher Appraisal with the designated governor personnel committee panel
- Visits the school three times a year to evaluate the progress against the School Development Plan and analyse data, identifying any trends
- Observes lessons and carries out book scrutiny with the Headteacher/SLT

Our Governing Body's curriculum committee is responsible for monitoring the way school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

Subject leaders and the Head teacher monitor the quality of teaching and learning throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and how assessment is shaping the learning for the up coming years.

Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

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

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 2 - Evaluate your classroom

Staff may find it useful to use the following checklist at the start of the year and to support monitoring, to ensure the learning environment is meeting the needs of all pupils at all times.

Non-Negotiables Criteria	Y	N	Comments
Is the classroom an attractive and stimulating place in which to learn?			
Are the class RRS charters clear and understood by all?			
In the classroom, has there been a zone/space allocated to different aspects of curriculum with head e.g. <ul style="list-style-type: none">• Maths Learning Wall• English Learning Wall• Reading Skills Learning Zone – this includes the reading corner - promoting love of reading, display of reading strategies, explanation for reading domains and reviews of books by staff and pupils.• Science Learning Zone• Theme display area / World map• Spanish words on display			
Are learning walls reflecting current vocabulary and models/images/examples of scaffolding /shared writing etc.?			
Is the classroom clean and tidy?			
Can pupils move easily around the classroom to access resources and the different zone of learning?			
Are doorways uncluttered and free from hazards?			
Is there examples of pupils learning on display in the relevant zones for the different aspects of the curriculum? E.g. Maths learning, Spanish Learning, RE learning...			
Are materials and equipment in good order, labelled, tidily stored and accessible to children?			
Is the Widgit Visual daily timetable displayed?			
Are the resources/books and any other equipment pupils need to use easily accessible? Do they have visual labels?			
Is there evidence that the teacher has delegated responsibility to individual pupils for the smooth running of the classroom and trained these pupils?			

Appendix 3 – Subject Intent, Implementation and Impact Statements:

Maths at Belmont School

UNCRC Article 28 & 29: The right to a good quality education.

Intent

At Belmont School, we believe Mathematics is essential in child development from EYFS through to KS1 and KS2. We intend to deliver a curriculum which:

- Promotes the enjoyment of learning through practical lessons and our exploration
- Develops pupils' confidence with the number system
- Develops pupils' resilience to problem-solve with assurance
- Supports pupils to reason with confidence and accuracy
- Encourages pupils to apply their knowledge to Maths in everyday life

Pupils will build upon previous knowledge and known facts to reason, make connections and develop their understanding of the KS2 curriculum. We want children to learn to appreciate the contribution made by many people to the development of Mathematics in our ever-growing society.

We are currently in our third year of the DfE-funded Maths Hubs programme. This academic year's staff CPD will focus on ensuring that staff at all levels understand the mastery approach and pedagogy.

*Please note that as of September 2021 we are beginning our third year as part of the Maths Mastery Hub but with the impact of Covid-19 interrupting both the end of our first year and much of our second year, we are still working towards the above being done fluently, confidently and consistently across our school as of September 2021.

Implementation

We have developed a Maths Mastery approach for pupils in the Early Years through to Year 6 using the National Curriculum, White Rose and Power Maths. It is important for teachers to embed the belief that all pupils can all achieve high standards in mathematics

Teaching and learning

- Established CPD programme that enables teacher to plan using the progression documents and schemes of work
- Personalised learning to enable in-depth knowledge through well planned and sequenced individual support. Sequential lessons enable students to build on prior knowledge by utilising their prerequisite knowledge
- Same-day intervention (wherever possible)
- Using the Power Maths scheme (DfE approved) to ensure consistency and progression throughout the school, which is fully aligned with the White Rose Maths scheme

Fluency

- Fluency sessions are integrated throughout the week and on Fluency Friday in order to further embed a concept or topic in a more practical lesson and key vocabulary is taught and revisited regularly to consolidate and develop mathematical language to deepen their understanding of various concepts
- Frequent practise will provide children with a solid understanding as well as the ability to recall facts quickly and fluently so that they can apply them in a variety of contexts
- We hold daily arithmetic sessions to help children become numerate. The goal of these sessions is to allow children to practise number facts in order to improve their recall speed. We believe that mastering number facts will also provide our children with the confidence to apply their knowledge in a variety of contexts. These sessions are usually 10 minutes long and

take place before the math lesson. They consist of singing and chanting number facts, rapid recall of number bonds or times tables, and arithmetic questions based on their year group expectations

- Use of concrete resources, pictorial representations and abstract thinking (the C-P-A approach provides the opportunity to consolidate and deepen their understanding of each topic)
- All classrooms have a Mathematical zone of learning, demonstrating the relevant knowledge and skills which reflect the current thinking and learning. This supports pupils when they engage in independent learning

Impact

At Belmont School, each child will be confident and use their knowledge to develop a more in-depth understanding of various fluency problems, as well as problem-solving and reasoning. This will be achieved through ongoing assessment throughout each lesson, as well as questioning during whole-class discussions and investigations and summative assessments.

Teachers and support staff understand the mastery approach and pedagogy. Pupils will be more engaged in Maths lessons and talk passionately about Mathematics, making connections with other subjects and the wider world. Pupils will persevere when facing mathematical challenges and confidently use concrete resources and visual representations to aid them in finding solutions. When discussing mathematical concepts, we will have children who are more articulate. With use of specific online programmes, we hope to celebrate the accomplishments of all pupils. Therefore, allowing all students to demonstrate confidence in their ability to succeed in all areas of Maths with us and beyond.

Online Learning

In order to practise skills learnt in the classroom, it is essential that children revisit their learning at home. We provide a number of online learning resources that children should use regularly at home.

Numbots

Numbots is an online resource to support your children's Mathematics in Early Years, Key Stage 1 and early Key Stage 2.

[Click here](#) to find out more.

Times Table Rockstars (TTRS)

We expect all children at Belmont School to have a secure grasp of the multiplication tables. Just like learning to walk before you can run, learning multiplication and memorising the times tables are building blocks for other maths topics taught in school – such as division, long multiplication, fractions and algebra. We explicitly teach and assess times tables. We recognise that pupils who do not memorise the times tables will find many aspects of maths much more difficult than they need to be. We therefore ask parents/ carers for support in helping their children to learn the multiplication tables.

Help your children learn their tables by [clicking here](#) to find out more.

White Rose 1 -Minute Maths

The 1-Minute Maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!

[White Rose 1-Minute Maths](#) to find out more.

Purple Mash

Purple Mash includes 11 varied and engaging maths games, covering everything from times tables to fractions. They are perfect for introducing a new topic or reinforcing learning at home.

Reading at Belmont School

Intent

At Belmont School we aim to provide all pupils with a high-quality education in English that will:

- Teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively
- Secure pupils' knowledge of phonics in the early teaching of reading until they have reached a standard that allows them to access texts independently and confidently
- Embed Reading as a central part of all curricula areas supporting the learning that pupils undertake

It is our belief that reading is an enabler to unlock life-long learning. All pupils will read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

At Belmont School we follow the synthetic phonics programme Rocket phonics. This is supported by a comprehensive range of Reading Planet reading books which have been organised and levelled according to the phonics sounds contained within the book. The teaching of phonics begins from the start of EYFS and progresses through KS1 and is implemented in the form of daily phonics lessons. Each phoneme/grapheme is continuously recapped and reinforced in all reading and writing across the curriculum.

Across the school, pupils experience a wide breadth of reading opportunities across different genres. Books are levelled according to the progression of the order of phonics being taught. In EYFS and KS1, Reading Planet levelled books and e-books are used for home-reading to ensure that pupils have books that match the phonics level they are at. In KS2, pupils continue to use the Reading Planet e-books on the online libraries. When they have completed Supernova level they become 'independent readers'. All classrooms have book areas to promote independence, choice and reading for pleasure. Recommending books to each other is very much encouraged for all pupils (and adults). Pupils work through the wide variety of books at their own pace. Teachers monitor their progress and determine when best for pupils to move onto the next series, ensuring that a range of titles and genres have been explored and understood.

A range of reading opportunities are provided across the curriculum, exposing pupils to a wide range of quality texts whilst providing context to learning and encouraging reading for pleasure. We follow the Literary Curriculum for Whole Class reading, and English. High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of pupils, and teachers use this to model the application of the agreed reading skills. Pupils are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Pupils are taught to relate the text to themselves, previous reading experiences and the world around them. Further to modelled sessions, pupils have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Writing at Belmont School

How we teach Writing at Belmont School

Intent:

Our Writing curriculum is designed to teach writing through a range of stimuli including texts, visual prompts and meaningful real-life and first-hand experiences which will excite and engage the pupils. Our curriculum will:

- Immerse pupils in discussions which will generate rich vocabulary that will be applied in their writing pieces
- Offer exciting opportunities to develop and apply writing skills across the curriculum, creating inspiring writing pieces in all areas of the curriculum
- Teach spellings in a progressive way allowing children to learn spelling rules, exceptions and irregular spellings
- Teach handwriting to develop legibility and fluidity and to encourage all children to take pride in the presentation of their work, regardless of discipline
- Support pupils to reflect upon their writing, edit and improve

Implementation:

At Belmont School we teach our English by following the Literary Curriculum (Literacy Tree). The Literary Curriculum from the Literacy Tree is a complete, thematic approach to the teaching of primary English that places children's literature at its core. As a whole-school approach, children explore 115 literary texts and experience at least 90 unique significant authors as they move through the school. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the National Curriculum.

Our writing opportunities will be meaningful; whether short or long and the audience is clear. Books offer this opportunity: children have real reasons to write, whether to explain, persuade, inform or

instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school. Over their time at the school, children will read and write a variety of fiction and nonfiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for identified pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Word Banks or a greater level of modelling. Pupils who are demonstrating mastery are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Children will experience aspects of the National Curriculum within each phase on multiple occasions, to allow for a range of audience and purpose, and the embedding knowledge and skills.

Impact:

The assessment of writing is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils will make good progress from their own personal starting points. Pupils are provided with feedback during the lesson personalised to their learning journey, this should provide pupils with a clear understanding of their next steps and always them to edit and improve their learning. Teachers and leaders are to use the writing progression document to inform assessments through a moderation process. In addition, pupil voice is used to enable leaders to assess the impact of writing across all areas of the curriculum.

By the time pupils leave Belmont School, they will:

- Have a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules
- Write clearly and coherently across a range of genres applying skills that they have been taught, keeping in consideration the audience and purpose of the writing piece
- Take pride in their presentation and develop a legible, cursive handwriting style

Science at Belmont School

Intent:

Our Science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science is forever changing our lives and is vital to the world's future prosperity therefore our intent is that all pupils should be taught essential aspects of the knowledge, methods, processes and use of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Pupils will understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

Implementation:

As a school and in line with the National Curriculum's expectations, we aim to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics
- Develop an understanding of the nature, processes and methods of science through different types of science enquires that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

The Science curriculum is arranged into discrete topics aimed at specific year groups (Sound, Electricity, and Plants etc). However, during the planning process links across other subject areas are sought which are cross curricular and branch out termly. This is achieved by exploring wider scientific issues in other subject areas as well as using scientific skills and knowledge to support conceptual understanding in other areas of the curriculum.

Impact:

We believe at Belmont School that Science will enable pupils to experience and observe phenomena; looking more closely at the natural and humanly-constructed world around them. They will become curious and ask questions about what they notice. Pupils will be able to talk about their ideas, ask their own questions and encounter abstract ideas and begin to recognise that scientific ideas change and develop over time. As a result, pupils will be able to draw conclusions based on their data and observations, using evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Senior Leadership Teams and subject leaders monitor the impact of our Science provision through completing regular monitoring, which includes listening to the voice of our pupils.

Geography at Belmont School

Intent:

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Harrow and London so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Good fieldwork skills as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in good knowledge and understanding about current issues in society and the environment

- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

Implementation:

Teachers use specific INSET days and afterschool CPD sessions in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips and visiting experts who will enhance the learning experience
- Appropriate curriculum themed home learning tasks which children complete with adults at home

Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning for each term which demonstrates progression across the school
- Tracking of gains in each quiz
- Pupil discussions about their learning
- Development of 'Cold and hot tasks' to illicit pupils understanding of how they can use skills learnt in a wider context

History at Belmont School

Intent:

Our History curriculum is designed to develop pupils' curiosity and fascination about the history of the world and its peoples, which leads them to an understanding of the world around them today. Through the study of different cultures, pupils will find representations of themselves in a broad curriculum which represents the wide diversity of the school. Pupils will attain cultural capital through learning which emphasises heritage.

Pupils investigate a range of events – both in Britain and abroad – to help develop their knowledge. We are committed to providing pupils with opportunities to examine and make enquiries about their local area of Harrow and London, so that they can develop a real sense of who they are, their heritage and what has led to this. We are also developing the pupils' ability to apply historical skills, to enable them to confidently communicate their findings and understanding to a range of audiences in a variety of ways (e.g., visual, written, oral, role play, presentations, art).

Through high quality teaching, we aim to develop the following essential characteristics of historians:

- Excellent knowledge of key events from the past, both in Britain and the wider world
- A clear timeline of the past and chronology of significant time periods and societies, in Britain and beyond
- An in-depth understanding of the substantive concepts and pattern of actions that occur frequently in history; empire, tax, trade and invasion

- A sound base of historical knowledge and challenging vocabulary
- Develop clear and analytical thinking to reach an understanding of the ways in which events and people are interdependent and interconnected
- A strong knowledge of how historians study the past and construct accounts
- Fluency in complex, historical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- The ability to express well-balanced opinions about past and current issues in society and the wider world
- A genuine interest in the subject and a real sense of curiosity about the past

Implementation:

History is organised in half-termly units of work, which can be delivered both discretely and through links with other curriculum areas. CPD and curriculum documents support teachers to plan the curriculum to incorporate the following:

- A knowledge organiser which outlines the essential knowledge (including vocabulary) all pupils must master and apply in lessons
- A cycle of lessons for each half termly unit, which carefully plans for progression, personalisation and in-depth concentration on the historical skills suited to the age group
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips to places of historical interests and visiting experts who will enhance the learning experience
- Appropriate curriculum themed home learning tasks which pupils complete with adults at home
- Well-designed, engaging activities that are appropriate for the time period being studied

Impact:

Our History curriculum leads to pupils making good or better progress over time across key stages, relative to their individual starting points and their progression of skills, in relation to our intent. Pupils' work demonstrates that history is taught at an age-appropriate standard across each year group. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupil voice demonstrates that they enjoy history, are confident and able to talk about what they have learnt using subject specific vocabulary to recall their learning over time. They can explicitly make connections between what they have previously learnt and what they are currently learning, and can describe significant periods, events and people from the past. They can use analytical thinking to use a range of sources to reach conclusions about interpretations of the past. They can remember more, know more and do more.

Art and Design at Belmont School

AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6

Intent:

Through our holistic curriculum at Belmont School, we innovate and provide opportunities for our pupils to:

- Understand the ways' art connects us with our history, helps us embrace the present, and empowers us to shape our future
- Understand that art is far more than a series of technical skills, to ensure our pupils learn *through* art, as well as *about* art
- Develop creativity, their sense of individuality and draw on their cultural experiences
- Learn a wide range of skills, developing understanding and showing clear progression, developing them into budding artists!
- Have the opportunity to explore key issues associated with pupil well-being, such as self-confidence and self-esteem and combine this with wider global concepts to make our pupils well-rounded, creative and confident artists

Implementation:

The Art and Design curriculum is implemented through Access Art's 'split' curriculum as Art and Design, and Design and Technology are taught alternatively each half term. <https://www.accessart.org.uk/split-accessart-primary-art-curriculum/>. Access Art provides teachers with critical concepts, teaching notes, video prompts and a wealth of ideas to practise and embed Art skills and knowledge within their classes.

Through their planned schemes of work pupils will:

- Be exposed to the works of a wide variety of artists, designers and craftspeople from across the world, with a mix of contemporary and traditional artists
- Focus on Pathways based around: 'drawing and sketchbook', 'surface and colour' and 'working in 3 dimensions'

Teachers are confident in implementing the Art curriculum, our teachers will:

- Receive specific INSET days and afterschool CPD sessions to explore how to deliver the pathways to the pupils
- Regular opportunities to take part in school to school moderation
- Work in partnership with local and national art competitions
- Work in partnership with local, national and international primary and secondary schools

Impact:

By the time our pupils leave our school they will:

- Express themselves confidently about the world around them through a variety of creative outlets
- Embody personal and cultural expression through various mediums and art forms
- Demonstrate knowledge, skills and terminologies and creative outlets
- Develop their own artistic style that is evident in their sketchbooks

Senior Leadership Team and subject leaders monitor the impact of our art provision through regular monitoring, including pupil, staff and parent voice.

Our curriculum is one in which the artists and artworks of social, cultural and historical significance are taught in correspondence with the cultural and social experiences of our community. Pupils develop the knowledge, skills, terminologies, and creative outlets to help them express themselves and the world around them with confidence.

Design and Technology at Belmont School

Intent:

Through our holistic curriculum at Belmont School, we innovate and provide opportunities for our pupils to:

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- To critique, evaluate and test their ideas and products as well as the work of others
- To understand and apply the principles of nutrition and learn how to cook
- To utilise the principles of product design, building and evaluation to allow the opportunity to draw upon knowledge from the across entire curriculum

Implementation:

The Design and Technology curriculum is implemented through our bespoke scheme of work. Design and Technology and Art and Design are taught alternatively each half-term.

Through their planned schemes of work pupils will:

- Be exposed to a variety of creative and practical activities
- Explore the knowledge, understanding and skills needed to engage in an iterative process of designing and making
- Work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment)

Teachers are confident in implementing the Design and Technology curriculum. Our teachers will:

- Receive specific INSET days and after school CPD sessions to explore how to deliver the Design and Technology to the pupils
- Regular opportunities to take part in school to school moderation
- Work in partnership with local and national design competitions
- Work in partnership with local, national and international primary and secondary schools

Impact:

By the time our pupils leave our school they will:

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

SLT and subject leaders monitor the impact of our Design and Technology provision through regular monitoring, including pupil, staff and parent voice. Our curriculum is one in which pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Modern Foreign Languages - Spanish - at Belmont School

How we teach Spanish (MFL) at Belmont School

Intent

Spanish learning at Belmont School is based on practical communication and instilling a passion for language learning. Learning a new language is key to becoming part of the global community, and we ensure that our pupils have a solid foundation for this journey. By the time pupils leave Belmont School, they will have mastered a range of skills that will support their future development:

- To be good communicators – language will be modelled daily to encourage speaking and listening including in Spanish. Pupils will develop the vocabulary they need to converse with other cultures as well as conversing in their home language
- To be enthusiastic, lifelong learners with a passion for other cultures and languages
- To understand how to keep themselves safe and be respectful in their communities by being educated on different cultures around the world and different languages spoken
- To develop their talents by being creative in learning a new language
- To be independent, resilient learners who enjoy challenges faced when learning a new language

Implementation

Pupils are introduced to Spanish from the EYFS and receive a weekly 30-minute lesson, throughout their time in Year 1. This enables the pupils to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled Spanish lesson of 45 minutes.

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Spanish-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Lessons across the Key Stages support the **skills of speaking, listening, reading and writing**:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games
- Children have access to the Spanish website where they can find all the resources like video, songs, activities and games
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content as well as by native Spanish speakers within the wider school community
- Hispanic Week enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context

Impact

Through the high quality first teaching of Modern Foreign Languages taking place, we will see the impact of the subject in different ways:

- Children will be provided with opportunities to communicate with each other in Spanish
- Children will be given the opportunity to look at other languages – particularly if children are bilingual
- Children will learn how language skills can be applied to a range of languages

- Children will become aware that language has structure, and that the structure differs from one language to another
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing

Children will enrich their language learning by developing an understanding of the Spanish culture. Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world.

Computing at Belmont School

Intent:

Our Computing curriculum is designed to foster children's curiosity and fascination with the digital world, as well as their confidence in embracing the changes that occur in this fast-paced, ever-changing environment. Computing plays an important role in Belmont School, so we have designed our Computing curriculum with the intent that:

- Pupils will be able to think about Computing as an evolving entity, how it shapes our present and contributes towards society
- Provide each and every pupil with a broad and balanced Computing curriculum
- Teaches pupils a skills-based curriculum that promotes individuality and creativity
- Creates a curriculum, which also addresses those key issues associated with pupil wellbeing such as self-confidence and self-esteem
- Encourages staff to try and embed computing across the whole curriculum to make learning creative and accessible

Implementation:

As a school and in line with the National Curriculum's expectations, we aim to ensure that all pupils have the knowledge and skills to:

- Integrate Computing into all areas of the curriculum
- Become proficient in using Information Technology, Computer Science and Digital Literacy
- Evaluate and analyse learning using technical vocabulary
- Understand and identify how technology is constantly evolving
- Recognise the important roles Computing plays in social media, safeguarding, health, wellbeing and lifestyles
- Become responsible and safe users of computing technology

The Computing curriculum enables pupils to develop a range of skills. This is delivered using a range of technology such as online learning tools, iPads, computers, sound and visual recorders and classroom-based technology. The skills that are developed in Computing can be transferred across the curriculum and support learning in other areas.

Teachers use specific INSET days and after school CPD sessions in addition to their PPA, to plan their curriculum. As part of this planning process, teachers plan:

- A cycle of lessons for each computing subject, which carefully plans for progression and depth concentrating on the specific skills suited to the age group
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips and visiting experts who will enhance the learning experience

- Appropriate curriculum themed home learning tasks which children complete with adults at home

Impact:

By the time pupils leave our school they will:

- Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology
- Confidently discuss, reflect the impact Computing has on their learning development, safety and well-being
- Understand how to work safely and responsibly online, how to recognise and report security issues and concerns
- Be able to evaluate real world issues by using personal experiences and real-life examples
- Understand how to use algorithms to solve problems

SLT and Subject Leaders monitor the impact of our Computing provision through completing regular monitoring, which includes listening to the voice of our pupils. In addition, the progress of our Computing curriculum is demonstrated through the children's outcomes. Evidence is gathered through reviewing pupil's knowledge and skills digitally through online platforms and tools like MS Teams, Purple Mash, Scratch, Teach Computing and observing learning regularly.

Outdoor Learning at Belmont School

Intent:

Our intent is that when children participate in learning activities outside the classroom, they will develop a lifelong love of the outdoors alongside a lifelong love of learning. The engagement in outdoor learning activities will improve progress and support their mental, spiritual and physical well-being.

Learning Outside the Classroom encompasses all learning that does not take place in the classroom:

- Trips and visits, both local and further afield and including residential
- Playtimes and PE
- Learning about the outside world whilst immersed in it
- Other curriculum learning activities that are carried out outside

Children are learning all the time, wherever they happen to be and learning outside should be a key element of their experience.

Opportunities for Learning Outside the Classroom are an integral part of our planning for each of the termly topics in all year groups. They are closely linked to the thematic curriculum and classroom activities. We aim that these experiences are accessible to all children, regardless of any extra needs they may have. Learning Outside the Classroom activities are recorded in long, medium and short-term planning and evidenced in children's work, where possible.

Implementation:

We provide a nurturing space, based on the Forest School Approach, that supports our children's wellbeing by providing and **implementing** positive outdoor, child-led experiences in a natural setting. We follow the requirement for learning and development in the Early Years Foundation Stage and National Curriculum. We use Outdoor Learning Made Easy to ensure that all areas of the curriculum

are planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

Our curriculum is also designed to recognise children's prior learning and their experiences at home, in order to provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.

Impact:

The impact of these helps foster traits such as resilience, confidence and independence and develop motivation, co-operation, decision-making and social skills whilst supporting learning, consolidating and deepening knowledge and ensuring children meet their next steps.

Children therefore learn new skills, as well as acquire new knowledge and demonstrate understanding through the different areas of the curriculum.

The impact of our curriculum will also be measured by how effectively it helps all our pupils, including those with SEND and vulnerable pupils, develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Personal, social, health and economic (PSHE) education at Belmont School

Intent:

Personal Social Health Education (PSHE) including Relationships Education (RSE) is at the heart of our school values and ethos and our focus on pupil well-being is embedded in all that we do.

Our curriculum aim is to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance towards all. We aim to equip our pupils with a range of strategies to support them to face and manage the challenges and opportunities of an ever-changing diverse modern Britain (including online). This is underpinned by the school's ethos and commitment to the UNCRC Rights Respecting principles, with our focus on pupils' physical, emotional and mental well-being at all times.

Implementation:

At Belmont School, our PSHE curriculum is based on the Health Education Partnership PSHE and Wellbeing Framework

for Primary Schools. This is organised around the three core themes of: Health and Wellbeing, Relationships, and Living in the Wider World (including economic well-being and being a responsible citizen). The curriculum is split into 6 units, one for each half term, with the themes weaved into the learning throughout each unit. The curriculum equips our children with meaningful content that places an emphasis on building resilience and a growth mindset, nurturing both mental and physical health, communication and language skills, recognising issues and actively seeking solutions.

Lessons can be taught daily or in weekly one-hour blocks. Pupils are given the opportunity to explore and discuss concepts and complete their learning in different ways, including recording in their reflective journals and through the use of drama and discussions. Learning is personalised to meet the needs of all pupils in the class and to deal with particular issues that may arise in each class. The Rights Respecting language of UNCRC is embedded in PSHE lessons.

Impact:

Pupils transition through each stage of their learning, from their individual starting points, equipped with the knowledge and skills to:

- Show respect for themselves and others
- Recognise and apply the British Values
- Recognise differences and have an understanding and tolerance of diversity
- Recognise, understand and manage their own emotions
- Look after their own mental health and ask for support where necessary
- Recognise risk (physical and online) and know how to keep themselves safe
- Understand who they can rely on and ask for support at different times
- Develop and maintain healthy relationships with peers and adults and resolve conflict
- Be able to draw on skills developed to manage real life situations
- Make choices to maintain a healthy lifestyle
- Understand the physical aspects involved in the teaching of Relationship Education at the level appropriate to them as an individual
- Have increased self-confidence and self-esteem
- Aspire to be the best they can be, to have dreams for their future and know what is required to reach them

Religious Education at Belmont School

Intent:

At Belmont School, we pride ourselves on offering a high quality, interesting and inclusive RE curriculum across the school; there is a high level of engagement from all pupils. It is through this full and varied programme that we endeavour to educate our pupils, enabling them to filter out the stereotypes that contribute to religious discrimination and disharmony.

It is our Intent to:

- Reinforce our three Belmont School's values of showing respect, do your best and make the right choice
- Develop, critical, flexible, creative thinkers and encourage curiosity about real world problems and how to solve them
- Stimulate an active attitude of enquiry and identify, investigate and respond to a variety of issues
- Support pupils in developing an understanding of various types of belief and how these affect other individuals and society in general
- Provoke challenging questions about the ultimate meaning and purpose of life, differing beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- Develop knowledge, understanding and awareness of Christianity and other major world faiths, including the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism as well as ethical non-theistic traditions, such as Humanism
- Enable the development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally
- Develop further tolerance and harmony between different cultural and religious traditions
- SMSC, personal growth and community cohesion are featured throughout our lessons and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences

The intent is to ensure children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation:

The content of our Religious Education Scheme of work is based on the Harrow Agreed Syllabus and is taught for an hour, once a week. The Harrow Agreed Syllabus has two main aims:

- To learn from religion, which contributes to pupils' spiritual, moral, social and cultural development
- To learn about religion. Pupils find out about the religious and spiritual beliefs and practices of the major religions

Key questions are investigated through literature, sacred texts, studying artefacts and visits to places of worship. An understanding and awareness of the religious beliefs of others is actively encouraged to promote tolerance and respect through the teaching of RE.

Each year group visits a different place of worship to ensure that by the end of the pupil's time at Belmont School they have visited and explored the main religious places of worship. A variety of religious holidays are celebrated through assemblies and curriculum to ensure that all religious holidays are explored and respected.

Impact:

By the time our children leave our school they will:

- Develop spiritually, culturally, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural and multifaith world
- Understand core beliefs, traditions, holy places and holy texts within the main religious groups in the Harrow area
- Have respect for all religions, showing tolerance and kindness, demonstrating this during discussions and interactions with other children and staff members
- Understand the role religion takes in the wider society
- Understand the similarities and differences between each religion
- Enjoy the experience of learning RE and understand how it can help them in their future

SLT and subject leaders monitor the impact of our RE provision through completing regular monitoring, which includes listening to the voice of our pupils.