



# Newall Green Primary School

*Aiming High To Reach Our Goals*

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## Teaching and Learning Overview 2022

Document Control	
Title	Overview of non-core subjects
Date	March 2022
Supersedes	Version 4
Amendments	Aim – updated from 2019 document
Related Policies/Guidance	<ul style="list-style-type: none"><li>• Equality policy</li><li>• Behaviour Management Policy</li><li>• More Able Pupils Policy</li><li>• Specific subjects' policies</li><li>• Long term plans – saved on teachers only area on school's computer system</li><li>• Assessment Policy</li><li>• Performance Management Policy</li><li>• Parent Partnership Policy</li><li>• Parent Code of Conduct</li><li>• Marking policy</li><li>• Code of Conduct for Teachers</li><li>• ICT &amp; Learning Policy</li><li>• Early Years Teaching &amp; Learning Policy</li><li>• Homework Policy</li><li>• SEND Policy</li></ul>
All policies can be found on the school web page.	
Review	Annually

**Approved by:**

**Date:**

**Last reviewed on:**

Spring 2022

**Next review due by:**

Spring 2023

### Vision

We want learners to know that life is not about winning trophies. It's about developing a person to achieve their dreams. We encourage learners to think independently and be proud of who they are. Treating others, ourselves and the environment with respect means that learners grow up to be nice human beings who care for the planet, care for each other and do this because life is not about winning or losing it is about being happy and being able to have fun. Our schools are safe environments where it is okay to be yourself. Having the right attitude to learning is important as profit is the result of doing well and not the target. As a Rights Respecting Trust we know that everyone around the world has the same rights and we need to work together to protect them.

### Mission

We work as one big family to make sure everyone feels safe and ready to learn. Our students are patient, kind, extremely helpful and resilient. We live up to being a 'Peace Mala School' We make sure our students are respectful of others, have responsibility and challenge within their learning. It is important we have the freedom of speech and the opportunity to learn by overcoming challenges. Respecting and protecting the rights of others is at the heart of our school.

### Key Principles

How we feel about ourselves is important. It is also important that we have a good sense of well-being and that we are happy and healthy. We work together well, we do not judge people. We never give up and if we do something wrong we try again. We give recognition to others celebrating success, supporting through diversity and helping people achieve their dreams.

### The Cherry Tree Trust child is;

- Confident to have a go and not give up
- Courageous and determined
- Focused and engaged in learning
- Independent

### The Cherry Tree Trust child is;

- A good Peace Pal
- Happy and honest
- Opening and welcome
- A rights respecting ranger

### Aims 2021 -2025

To increase the impact that resources make on the schools learning environment.

To support and invest in school improvement opportunities for schools facing similar challenges.

Broaden the cultural capital of the children within the Trust.

### Outcomes

Resources used across the MAT to develop the quality of the buildings in Trust schools.

Collaboration of sharing experiences and knowledge to improve academic outcomes.

Continue to develop confident individuals who thrive in the modern world.



Governance at all levels



‘A good **Peace Mala Pal**’ is someone who:

- is able to empathise with others,
- has compassion and respect,
- is able to show forgiveness whilst being tolerant of others,
- can be patient
- has a good sense of British Values
- is able to show courage.

**We want our children at Newall Green Primary to have:-**

Aspirations to be next stage ready:

- to have developed the skills and knowledge to achieve their career aspirations.
- To have developed the skills to be successful in the work place.
- be honest, punctual, behave respectfully and represent themselves well in the community.
- have reached age-related expectations or have fulfilled their academic potential – and are ready for their next stage of learning or have made good progress towards this.
- have a positive disposition and know how to manage their own wellbeing.

A Curious nature and be

- motivated to learn
- motivated to question and appreciate the world around us
- motivated to grasp and take advantage of opportunities they are offered

A good understanding of Democracy: our children will:

- understand right from wrong
- take ownership of their own actions and decision making
- have a good general knowledge so that they are able to make balanced arguments
- follow rules and respect the rules of the school, work place or community

### **School Context**

The curriculum was reviewed in Summer 2019, to make sure that it addressed the specific requirements of the learners within this school. Manchester’s Neighbourhood Profile for Baguley shows that, compared with England as a whole, the pupil in this locality have a significantly worse:

- Proportion of pupil achieving a good level of development at age 5.
- Rate of GCSE achievement.
- Unemployment and long-term unemployment rates.
- Proportion of people with ‘bad’ or ‘very bad’ general health.
- Proportion of obese pupil.
- Proportion of binge drinking adults.
- Proportion of healthy eating adults.

The Greater Manchester Police data also shows that there are high levels of Anti-Social behaviour and Violent or Sexual offences within the community.

Ofsted feedback in 2018 highlighted that - Teachers do not routinely plan tasks across the curriculum to explicitly challenge and stretch the most able pupils to reach the higher standards.

To address the issues listed above and to give our pupils the best start in life, we have adapted our curriculum so that each pupil is able to:

- Access high standards of education so that they are able to attain the age-related expectations academically.
- Develop a high standard of linguistic skills so that they are able to communicate effectively.
- Develop a good general knowledge so that they can make sense of the world.
- Develop their understanding so that they make healthy life style decisions.
- Develop their understanding of relationships and how they should treat others so that they become citizens who understand and respect each other.

### **Principles**

For pupil to learn, there needs to be an acceptance that a teacher has been trained to share, develop and identify knowledge which in turn equips pupils with the skills to make sense of the world and improve the world. The teacher has also been trained to teach the National Curriculum subjects English, Mathematics, Science, Design and Technology, History, Geography, Art and Design, Music, Physical Education (PE), including swimming, Computing, and Modern Foreign Languages (at Key Stage 2).

### **Pedagogy**

We have planned a curriculum where high quality teaching facilitates and promotes pupil's learning of specific knowledge and skills that will enable the pupils to develop the five key skills for life.

The teachers have also been trained to use techniques to develop children's memory skills.

### **Cultural Capital**

Due to the context of our school area, we aim to offer our pupils as many 'real' experiences as possible to broaden their knowledge and increase cultural capital. See the chart below.

## NGPS Topic & Trips Overview

History / Geography

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Nursery</b> (overall theme)	Nursery Rhymes/All About Me	Celebrations	Traditional Tales	Insects & Minibeasts	Under the sea	Journeys/Moving On
		Anchors Away				Blue Planet
<b>Reception</b> (overall theme)	Where we live	Castles, Knights and Dragons	People Who Help Us	Seasons	Farms	Holidays
			Imagine That!		Smithills Farm	
<b>Year 1</b>	The Great Fire of London / Our local area	The Gunpowder Plot / Wythenshawe	Incredible Explorers / Poles Apart	Life in the 1990s / Maps & Mountains	Life in the 1970s / Mastering Maps	Seaside towns now and in the past / Seaside places
		Visit from Vicar	Staircase House			Formby Beach
<b>Year 2</b>	The Royal Family / City & Countryside	The 1960s / Towns & Villages	Transport over past 100 years / Atlases	1950s / Marvellous Maps	1950s inventions / Ecosystems	1940s Post War/ Islands
	Mosque			MOSI		
<b>Year 3</b>	Stone Age to Bronze Age / Crystals and Gemstones	Stone Age to Iron Age / Earthquakes & Volcanoes	Stone Age to Iron Age / Invaders and the routes they took	Romans / Italy (Rome & Pompeii)	Romans / Italy (Rome & Pompeii)	Romans – local history/ Recap
			Synagogue	Chester	Wy.hospital/ airport	
<b>Year 4</b>	Ancient Rome & Ancient Egypt / Egypt	Ancient Rome & Ancient Egypt / Weather	Manchester through the ages / Rainforests	Viking & Anglo Saxons / Rainforests	Viking & Anglo Saxons / Invaders & the routes they took	Normans / Maps
			Chester Zoo	Hindu temple	Tatton Park	
<b>Year 5</b>	Wars of the Roses and the rise of the Tudors / Rivers	Tudors & Spanish Armada / Rivers	The rise & fall of the Aztec empire / Cheshire Plain	The rise & fall of the Inca empire / Maps	The Stuarts and the rise of puritanism / UK cities	The Georgians / UK cities
	Bramhall Hall	River Field Trip		Beeston Castle		
<b>Year 6</b>	Victorians / Climate Change	Victorians / Climate Change	Suffragettes & Edwardians / The Atlantic Slave Trade	WW1 / Europe	WW1 / Brexit (goods movement & effects on business)	Enterprise/ Residential
		Styal Mill			Imperial War Museum	Residential

## Schemes

Teachers will follow the NGPS scheme for

- Geography
- History
- Science
- Art
- Computing
- RE

And follow the commercial schemes

- Music – Charanga
- MFL – French- Kapow
- DT - PlanBee
- PHSE -Dimensions and IMatter

## How do parents and children know what information they need to learn?

We provide children and parents with a **knowledge organiser** before we start to teach a unit of work so that children can learn the key vocabulary or key pieces of information that will be needed whilst completing the topic.

**We are focusing on developing the 5 key skills for life – so identification of these on the knowledge organiser will help identify skill progress in these areas.**

**We want our children to be successful in an ever-changing world so we link as many opportunities to real life situations as possible.**

## What do we record in pupils' books?

We are using the work within the books as a formative assessment of the child's understanding. For this reason, tasks should be meaningful and purposeful. Copying quantities of pre-given information would not allow us to check a child's understanding.

- We put the knowledge organiser into the children's book so that it is there for reference at the start of a topic.
- If a quiz is used to find out the initial starting point of a child's knowledge and understanding this will be recorded in their books as it forms part of the assessment process.
- Children record responses to the learning event within their **topic books**.
- Children could record any information they have researched.
- Children could try out designs or first attempts at communicating their ideas.
- Children will write their end response to the task or have pictures recording their final response to the task as this will form part of the summative assessment process.

## How do we know our teaching, planning & visits are giving our children the tools to retain information and learn new skills?

We assess the children's progress to the learning objective by

- talking to the children about the content of the subject learnt.

- checking their previous knowledge by looking at the objectives they have achieved in earlier years on SIMS.
- Giving children opportunities to recall information such as '4 a day', quizzes
- Using an 'end of unit quiz' to assess pupils' knowledge

### How do we mark the work in a topic book?

To recognize the time and effort the child has put into completing a task acknowledgement of completing the task needs to be made a simple tick or a stamper would be acceptable.

The response to the task needs to have purpose to give an opportunity to practice a skill or to apply knowledge or to demonstrate understanding. For this reason, a comment may be made if a concept has been misconstrued however, not every piece of work warrants a comment especially if verbal feedback is taking place or teachers are using opportunities to mark with the pupil.

### How do we support our learners?

We want our children to have the knowledge and understanding and skills to be able to have a point of view and share it. For this reason, the tasks we provide are differentiated by outcome as every individual will have a slightly differing view point.

- We use questions and comparisons as a stimulus for children's response to a task.
- We may give some children help recording their viewpoints such as having extra support with an adult or by using different methods to record their ideas as it is the response to the task and the retention of information we are interested in.
- We use vocabulary lists and working wall displays to help children remember and understand the necessary vocabulary linked to the topic.
- We use opportunities such as trips and visitors to school to link learning to real life experiences.