



Clara Grant Teaching and Learning Folder

Contents

1. Teaching, Learning and Curriculum Policy
2. Assessment Policy
3. Curriculum Handbook
4. Whole School Curriculum Map
5. EYFS Curriculum Map
6. Long Term Plan and Progression for English
7. Long Term Plan and Progression for maths
8. Long Term Plans and Progression for other subjects
9. Yearly Skills Overview
10. Knowledge Organisers

Curriculum Handbook

English

Intent

At Clara Grant, we want our children to leave us as confident and fluent speakers, readers and writers. Children are empowered by a high-quality, structured and creative English curriculum so that they can communicate not just ideas, but also emotions to others. They understand that there are different purposes and audiences and can adapt the way they communicate according to these.

Children at Clara Grant develop a passion for reading, where reading is used not just to develop their subject knowledge, but widen their understanding of their own cultures as well as other cultures. Through their love of reading, children build their emotional intelligence and grow their imagination. Children experience the shared reading of a broad range of core texts and are motivated to read widely both inside and outside of school. They will build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

In writing, we want our children to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing both effective transcription and composition. Teachers will teach ambitious vocabulary drawn from the books and texts read, as well as the wider curriculum and the world around them so that children have a wide vocabulary when they enter secondary school and are able to make connections between texts, their lives and the wider world. Children's strong understanding of grammar and transcriptions skills enable them as confident writers.

Implementation

Children at Clara Grant read a wide range of texts to build knowledge and for pleasure, and are taught to write for a range of purposes and audiences with strong links across the curriculum and to local and global issues. Reading is brought to life through the use of quality core texts which provide children with rich experiences to discuss, make links and share and build upon previous knowledge. A rigorous, complete literacy programme, including systematic synthetic phonics: Read, Write Inc., provides children with the tools to decode and encode, before building fluency and the ability to comprehend and question independently and write for a range of purposes. As children move up through the school, they are taught to retrieve, summarise, infer, predict, discuss meaning and make comparisons and links. Elements of the Talk 4 Writing approach are used across the school and in KS2, writing is taught formally through the Talk 4 Writing approach; in this approach children internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Spelling, vocabulary, punctuation and grammar are integrated into each English unit.

Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.

- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks, observations and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Phase moderation to ensure secure, termly teacher judgements in writing.
- PIRA tests, Rising Stars SPAG tests and past SATs papers to support our teachers' assessment in Reading and SPAG.
- Half-termly phonics assessments to ensure our children are provided with appropriate challenge and support.
- Support and money from the local English Hub

Children make good progress across all areas in English in relation to their starting points at the beginning of each key stage. The percentage of children reaching the expected standard in Reading and Writing at the end of KS2 is in line with or above the national average. Children with additional needs make rapid progress through accurately identified interventions. Teachers and TAs deliver targeted reading and writing interventions based on pupil assessment to close any gaps and ensure that all children are ready to move on. Judgments of children's reading and writing progress is consistent with Local Authority Moderators.

Enrichment

During their time at Clara Grant, our children are given many opportunities to participate in a wide range of learning experiences beyond their classroom. These experiences including trips to museums, the theatre and community projects which provide children with stimulating real-life experiences to support their reading, writing and speaking development. They will meet and work with authors and build their knowledge of literature. English learning is practised and embedded across the curriculum. Speaking and writing outcomes draw from knowledge gained in other subjects and English skills are used to develop learning in other subjects. Children learn to collaborate and learn from each other to achieve outcomes. English enrichment activities at Clara Grant include:

- *Shakespeare Schools Project*, performing a Shakespeare Play at *Stratford Circus Theatre*.
- Visits to *Stratford East Theatre*, the *Discovery Centre*, *The Globe*.
- World Book Day.
- *Lloyd's Reading Partners*.
- Visiting Theatre Company (*Chaplin's*).
- Visiting authors.
- Tower Hamlets Writing Competition.
- Tower Hamlets Library Services.
- Collaborations with *Eastside* (visiting story-tellers, national poetry slam)
- *Travelling Book Fair*.
- *The Readathon*
- Workshop Series for Parents (supporting reading at home)
- Library Club
- Collaborations with *Fern Street Family Centre* (Story telling sessions)

Maths

Intent

At Clara Grant, we believe that children should leave primary education as confident mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. Maths is everywhere. Throughout our lives, we need to make decisions informed by mathematical reasoning and therefore our children need to develop a deep grasp of mathematics. It is essential that children have the opportunity to see the links between maths and other subjects across the curriculum which form a solid base for building their knowledge.

We want our children to be successful in maths not only at school, but throughout their adult lives. Through carefully designed lessons, our teachers are able to make meaningful connections between content with a high emphasis placed on reasoning skills. As a result of this, our children are encouraged to use critical thinking to find solutions to problems. At Clara Grant we want to develop a culture of deep understanding, confidence and competence in maths which produces strong, secure learning and real progress.

Implementation

Mathematics at Clara Grant is planned and sequenced using White Rose. This ensures careful cumulative coverage. Once a topic is covered, it is met again many times in other contexts and this concept is then applied and connected throughout the school year to consolidate learning. This gives all pupils the opportunity to 'master maths'. Through building on previous learning throughout the school year, children are able to develop conceptual understanding.

Our maths provision at Clara Grant promotes confident mathematical fluency and this, along with times table knowledge, is taught, tested and celebrated across all year groups. We place a big emphasis on reasoning and using mathematical vocabulary. These skills are built up from EYFS, with carefully planned interactions elicitin verbal responses, all the way up to year 6, where children are expected to provide a written response explaining their reasoning.

Impact

It is imperative that the children have a secure understanding of each mathematical concept before they move on. At Clara Grant, we want our children to master the maths in every lesson, by ensuring that teachers are using assessment for learning to identify and address any misconceptions as and when they arise. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- White Rose Tests and SATs papers to support our teachers' assessment in maths.

Teachers and TAs deliver targeted maths interventions based on pupil assessment to ensure that all children are ready to move on.

Enrichment

At Clara Grant, we take every opportunity to exploit mathematical learning across our curriculum offer. We practise and embed mathematical learning through our computing curriculum, where discrete coding is taught with explicit links to mathematics. Topic lessons are also closely planned

with maths in mind to ensure children have the opportunity to explore maths through our alternative and creative approach to topics. Our children are exposed to investigations and problem-solving sessions which are presented through a real-life context. Maths enrichment activities at Clara Grant include:

- Athletics
- Mental Maths Challenge
- Lloyds Financial Literacy Programme
- Tagtiv8- Teaching maths through PE games
- Y6 Greater Depth Maths at our MAT Stepney Green Secondary School

Science

Intent

At Clara Grant we are passionate about science, believing that science helps develop a set of specific skills that support children to make informed decisions that help them both fulfil their own potential.

We understand that our children are naturally curious and we encourage this inquisitive nature by helping them to frame questions within topics so they can test and evaluate ideas. Pupils are given the opportunities through topics to progressively deepen their knowledge of scientific concepts.

We believe science should excite children's interests, build on their prior knowledge and build their confidence in working out problems and asking further questions. At Clara Grant we aim to encourage positive attitudes and enable children to explain what has been learnt and how.

Implementation

Science is planned and taught using a progressive approach that enables the achievement of deeper understanding. We follow the units in the National Curriculum Programme of Study for Science across the school. Teachers use Hamilton Trust science planning and resources to underpin their provision.

Teachers use precise questioning in class to develop scientific knowledge and skills, and assess children regularly to identify those pupils with gaps in their learning, so that all pupils keep up. Curiosity is celebrated within the classroom. Children's knowledge and understanding increases, and they become increasingly confident in their growing ability to collate, interpret results and come to conclusions based on real evidence.

At Clara Grant children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover answers.

Impact

Children are engaged in a high-quality science education that provides them with firm foundations for understanding the world around them. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback marking and pupil voice feedback.

- subject monitoring, including book looks.
- regular low stakes knowledge assessments, including end-of-unit Rising Stars tests

Enrichment

Our engagement with the local environment ensures that pupils learn about the world around them through a variety of first hand experiences. Through various workshops, trips and interactions with experts, pupils have the understanding that science has changed our lives and that it is vital to the world's future prosperity. Science enrichment activities at Clara Grant include:

- Professor Bubble (visiting scientist)
- Visits to the *Science Museum* and *Wonderlab*
- Visits to the *Natural History Museum* and the *Investigate Centre* workshops
- Visits to *Tower Hamlets Cemetery Soanes Centre*, (including habitat exploration in the ponds, meadows and woodland, discovering mini-beasts and plant and animal species identification)

Art

Intent

Art enables some of the highest forms of creativity. At Clara Grant, it is our intention to offer children a high-quality art education that engages, inspires and challenges pupils. Through this we aim to equip our children with the knowledge and skills to experiment, invent and create their own works of art.

As children progress, they will be able to think critically and develop the attributes of an artist or designer. We encourage high achievement through our provision of quality teaching and learning experiences.

Through exploration, our pupils will know how art reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation. They will understand the impact it has on contemporary life and that of different times. Wherever possible, we aim to link art to the class topic.

Implementation

Art is taught using a thematic curriculum from Nursery through to Year 6 and aims to ensure that all our children remember long-term art content they have learnt and integrate new knowledge into larger ideas. The art work given to pupils is demanding and matches the aims of the art curriculum and is coherently planned and sequenced. Teachers present content clearly, promoting quality discussion and ensuring children can evaluate the work of world artists and designers they have studied. They check children's understanding of how to use art as a form of self-expression, encourage exploration and experimentation and provide clear, verbal feedback.

Impact

Teachers use a variety of strategies such as regular and consistent feedback, coherently planned and demanding learning experiences and the use of individual sketchbooks to evaluate the knowledge, skills and understanding that our children have gained in art during each unit. As a result, pupils

develop detailed knowledge and skills across the art curriculum and achieve the best possible outcomes producing work of a high quality. Our pupils are equipped with the essential art knowledge and skills needed for the next stage in their education. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular verbal feedback and pupil voice feedback.
- subject monitoring, including sketch book looks and learning walks.

Enrichment

At Clara Grant, we maximise children's art and design learning by providing them with a range of rich and memorable experiences. Reflecting a topic-based approach, we offer our pupils an extensive range of planned opportunities, for example, learning from expert artists or designers, participating in workshops or visiting the wealth of galleries London has to offer. Art enrichment activities at Clara Grant include:

- Art Gallery visits and workshops
- Fourth Plinth
- Magic Me
- Taking part in art competitions

Computing

Intent

The computing curriculum at Clara Grant is designed to progressively develop children's skills in computing. This takes place through combining both cross-curricular and discretely taught lessons. We aim to develop children's computational thinking skills, knowledge of computer science concepts and application of digital literacy skills. We want our children to use technology to create digital content that enables them to express themselves and develop their ideas as active participants in a digital world.

Our commitment to the teaching of how to use technology safely and respectfully underpins our approach at Clara Grant. Teaching and learning within the computing curriculum empowers children to become digitally confident in their daily lives which helps to prepare them to become independent users of technology beyond the classroom.

Implementation

Teachers are continually updating their computing subject knowledge as a result of quality training and support from leaders. This enables them to plan engaging learning experiences that develop digital understanding and reasoning.

We have designed a computing curriculum based on the Twinkl scheme of work that creates opportunities for skills to be applied across a wider range of subjects, giving pupils ample opportunities to practise and refine their skills. This ensures that there is a progression of knowledge and skills that the children can build on each year within the computer science aspects of the curriculum.

The use of google Classroom allows children to collaborate and engage with school work at home, responding to Topic material, and assignments posted by teachers. They are able to respond to

questions, submit suggestions and tinker with online coding software in a social yet structured environment, further developing their skills to become good digital citizens.

Impact

Clara Grant teachers' enthusiasm and passion about computing inspires and motivates pupil. As a result, children demonstrate a growing understanding of important concepts in the computing curriculum and are able to make connections within the subject. Children develop transferable knowledge, skills and understanding. Pupils across the school show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in computing. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular verbal feedback and pupil voice feedback.
- subject monitoring, including Pupil Drive looks and learning walks.

Enrichment

Children at Clara Grant are given many enriching opportunities as part of the wider computing curriculum. Our after-school club provision includes a coding club where children with interests in computer science are able to further pursue their passions with code and robotics.

- Amazon trip
- IT & Maths day- Programming Robots
- Lloyd's Coding Club
- Safer Internet Day
- Parent training
- Reception safe devices workshop

Geography

Intent

At Clara Grant our aim is that the geography curriculum reflects the importance of global changes affecting the world in which we live. Geography will help children to raise and answer questions about the Natural and Human worlds. It will enable children to think critically about the impact human activity has on our natural world, cities and people. It will spark children's curiosity about places and people. We want to promote knowledge and interest about diverse places, their differing natural geography and human environments. Geography at Clara Grant will help children to become knowledgeable citizens, concerned about the future of the world. Geography will enable them to understand key geographical concepts and skills and be aware of the connections that exist between people and places.

Implementation

Geography at Clara is taught using a topic-based curriculum and aims to ensure that our children participate in fieldwork activities which promotes geographical knowledge and understanding through bridging the divide between the classroom and the real world. At Clara Grant we use the Hamilton Trust planning and resources to complement and underpin our geography topics. Children are taught to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2. Our children use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

Carefully planned learning sequences enable children to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Impact

Teachers use a variety of strategies such as regular and consistent feedback, carefully planned learning experiences and the use of topic books to evaluate the knowledge, skills and understanding that our children have gained in geography during each unit. As a result, our pupils are equipped with the essential geographical knowledge and skills needed to develop a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback marking and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.

Enrichment

We maximise children's Geography learning through providing them with a range of rich, memorable experiences. Our humanities-based topics allow for many cross-curricular links with geography and help children makes links in their learning. Geography enrichment activities at Clara Grant include:

- Field trips to local parks, canals
- Visits to the Museums of London (Docklands and Central London)
- Trips to the Soames Centre
- Visitors and workshops in-school
- Trips beyond Tower Hamlets and London, e.g. Year 5/6 trip to Sayers Croft.

Music

Intent

At Clara Grant the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of musical styles, traditions and genres. Our objective is to develop a curiosity for music, as well as an understanding and acceptance of the validity and importance of all types of music, and a respect for the way we choose to express ourselves through music. We want our children to understand the value and importance of music in the wider community, and to be able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in Clara Grant in classroom music, weekly singing assemblies, various concerts and performances and the learning of instruments. Children receive a block of music each term. They also receive weekly singing assemblies across the year. In Y4, all children learn strings and can choose to continue this throughout KS2. In doing so, all children learn how to read basic music notation. The elements of

music are taught in class music lessons so that children are able to use some of the language of music to understand how it is made, played, appreciated and analysed. They also learn how to compose focussing on different elements of music, which in turn feeds their understanding when listening, playing, or analysing music.

Impact

At Clara Grant, children have access to a varied music programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner develops important qualities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Through music, our children develop an understanding of culture and history. Children are able to enjoy music, analyse music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Enrichment

We maximise children's Music learning through providing them with a range of rich, memorable experiences. Our music provision complements our topics and helps children makes links in their learning. Music enrichment activities at Clara Grant include:

- Choir
- O2 Young Voices Concert
- Collaboration with ELAM (East London Arts and Music)
- Tower Hamlets Song Competitions
- Black History Month Drumming Workshops
- End of Key Stage Musicals
- Music Appreciation Week with visiting professional tenor.
- Use of "Sing up" in assembly and in class.
- Steelpan Workshop
- Stretto Music Workshop

French

Intent

At Clara Grant, our intent is to offer a relevant and ambitious French curriculum that will inspire and excite our children using a wide variety of topics and themes. The four key language learning skills; listening, speaking, reading and writing will be taught in an age-appropriate way across KS2. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a foreign language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

Children will have access to a very high-quality French curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in French through regularly taught and well-planned weekly lessons in Y4, Y5 and Y6 which will be taught by a specialist languages

teacher. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Impact

Pupil learning and progression will be assessed at regular intervals in line with school policy and the Language Angels end of unit assessments, which cover each language skill (speaking, listening, reading and writing) at the end of each unit to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Enrichment

- Performing French songs and rhymes in the school's international evening
- Cookery sessions of traditional foods from the countries of the language being studied.

History

Intent

At Clara Grant children are taught that historical study itself has changed. History is not just a series of uncontested facts and events but a matter of debate with many viewpoints to explore. Children will understand and appreciate that curiosity and critical thinking are essential tools for historians.

Skilfully framing questions and exploring deeper through historical enquiry are important skills pupils will be taught across the key stages. Children will develop a sound knowledge of chronology, of historical periods and knowledge of local, national and international events.

Understanding the past and constantly evaluating it helps our children become knowledgeable future citizens. It is our intention to foster a love of History as a subject with huge relevance to the modern world and its future development.

Implementation

History skills are embedded within all history lessons and developed throughout their journey of the history curriculum. History at Clara is taught using a topic-based curriculum and aims to ensure that our children participate in activities which promotes historical knowledge and understanding through bridging the divide between our lives now and life in the past. At Clara Grant we use the Hamilton Trust planning and resources to complement and underpin our history topics. Children are taught to use historical vocabulary which is appropriate and accurate and which develops and

evolves from EYFS to KS1 and through to KS2. Our children use and interpret a wide range of sources of historical information. Children learn through enquiry-based learning opportunities to gain a greater understanding of our local area and its past.

Impact

Teachers use a variety of strategies such as regular and consistent feedback, carefully planned learning experiences and the use of topic books to evaluate the knowledge, skills and understanding that our children have gained in history during each unit. As a result, our pupils are equipped with the essential historical knowledge and skills needed to develop a greater understanding of Britain's past and that of the wider world. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback marking and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.

Enrichment

To further develop cultural capital, History at Clara Grant offers pupils a wide range of experiences outside of the classroom environment. These opportunities are designed to develop pupils' learning and their cultural understanding of the world around them. We make the most of our rich local history and living in London. History enrichment activities at Clara Grant include:

- Visits to The Ragged School and the V & A Museum of Childhood.
- Visits to the Science, the British and the Natural History museums.
- Visits to the Museum of London and the Docklands Museum
- Visits to our local Linc Centre so that children have the opportunity to interview people from older generations.
- Visitors during Black History Month

PE

Intent

At Clara Grant, we know that P.E. is an integral part of our curriculum. We want to inspire all children to succeed and excel in physically-demanding activities and help them to become confident in a way which supports their health and fitness throughout their lives. As a result, we believe that our children should be physically active every day, whether through daily physical activity, Mile-a-Day, Fit in 5 activities between lessons, P.E. lessons, break times or extra-curricular activities.

Following the aims of the National Curriculum for physical education, we ensure that all children: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

Implementation

P.E. is taught at Clara Grant as an area of learning in its own right as well as integrated where possible with other curriculum areas in overarching topics. It is often taught by the PE Coordinator. In Year 5, children have weekly swimming lessons at the local swimming pool where they have the

opportunity to achieve national Swimming Levels. We teach PE lessons so that children: have fun and experience success in sport; have the opportunity to participate in P.E at their own level of development; develop good sporting attitudes; secure and build on a range of skills; understand basic rules; experience positive competition; learn in a safe environment; and have a foundation for lifelong physical activity, leaving primary school physically active, with good sportsmanship skills.

Impact

In order to evaluate the impact and effectiveness of our PE curriculum, we support teachers in their understanding of the expectations of the National Curriculum so that they are confident assessing pupils. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular verbal feedback pupil voice feedback.
- subject monitoring, including observations, monitoring of planning
- regular low stakes knowledge assessments, using a range of creative approaches.

Enrichment

At Clara Grant, we aim to provide a variety of sporting opportunities. We provide a range of PE-related activities in addition to the class PE lesson. These encourage children to further develop their skills in a range of the activity areas and specific sports. PE enrichment activities at Clara Grant include:

- Sports Day at Mile End Stadium
- Mile a Day
- Lunchtime Football
- Lunchtime Girls Football
- After school Football Club
- After school Badminton Club
- After school Dodgeball Club
- SEND Sports Day (collaborating with external agencies)
- SEND Sports (collaborating with external agencies)
- Black History dance workshops

DT

Intent

Design and technology is an inspiring, creative and practical subject. Our children have opportunities to use their creativity to design and make products that solve real problems within a variety of contexts. They acquire a broad range of subject knowledge and make cross-curricular links with their topic as well as maths, science, computing and art. At Clara Grant, we aim to provide a quality design and technology education as we believe it makes an essential contribution to the creativity and culture of society.

Implementation

DT is taught using a thematic curriculum from Nursery through to Year 6 and aims to ensure that all our children remember long-term DT content they have learnt and integrate new knowledge into bigger ideas. We use Hamilton Trust planning and resources to complement our units of work. Teachers present content clearly, promoting quality discussion and ensuring children can evaluate the work of designers they are learning about. Children learn how to take risks, becoming resourceful, innovative and enterprising citizens. Through the evaluation of design and technology, they develop a critical understanding of its impact on daily life and the world around us. Through keeping up to date with new technology we aim to prepare children for technological advancements.

Impact

Teachers use a variety of strategies such as regular and consistent feedback, coherently planned and demanding learning experiences and the use of topic books to evaluate the knowledge, skills and understanding that our children have gained in DT during each unit. Our children are equipped with the essential DT knowledge and skills needed for the next stage in their education. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress across the school:

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular verbal feedback and pupil voice feedback.
- subject monitoring, including topic book looks and learning walks.

Enrichment

At Clara Grant, we maximise children's DT learning by providing them with a range of memorable experiences. Reflecting a topic-based approach, we offer our children an extensive range of planned opportunities, for example, learning from designers, participating in workshops or visiting the wealth of museums London has to offer. DT enrichment activities at Clara Grant include:

- The Design Museum visits
- Cooking workshops (Pizza Express)
- *Open City – Architecture in Schools*
- *Digital sculpting (Computer Aided Design)*
- *3D printing*
- *Laser cutting*
- *Primary Engineer*
- *Designing own laser cut products for sale at School Fair*

PSHE

Intent

The PSHE curriculum at Clara Grant develops the resilience, enquiry and creativity of children in order to prepare them to face the challenges that life presents. Children are taught about making positive choices and these positive choices are recognised and rewarded regularly. Building positive and respectful relationships with those around you is central to the way in which we create a strong, supportive school community at Clara Grant. Our teachers set out to instil a strong sense of empathy in our children by starting from a position of empathy themselves. We seek to understand the challenges that children may face as a way of building their resilience through positive reinforcement of their successes, achievements and individuality. We aim to give children a real

sense of their place in the world, both on a locally, nationally and ultimately as part of a global community.

Implementation

The PSHE curriculum at Clara Grant is delivered through a combination of dedicated PSHE lessons, assemblies and enrichment opportunities. We follow the Jigsaw PHSE scheme of work throughout the school. Our school values are constantly reinforced through our positive behaviour system and through the planning of engaging sequences of learning that link to issues in the world and in our communities. Many of the texts that children study are chosen to elicit discussions about the emotions of characters as a way into pupils being able to discuss their own issues and concerns.

Impact

The impact of our enriched PSHE provision is the development of well-rounded pupils with a strong sense of ethics and values. Children at Clara Grant understand the importance of positive interaction with all members of the school community and the responsibility that we all share to create a harmonious and purposeful environment. The positive behaviour system has instilled a strong sense of what it means to be a good learner and a positive member of the school community. By tapping into issues in the world, our pupils can also see the wider impact that they can have through their voices and actions. As a result, children at Clara Grant have excellent behaviour and are respectful members of the school community.

Enrichment

Our enriched curriculum offers pupils a wide range of opportunities to develop into responsible, well-rounded citizens through visits and visitors. We also take part in projects covering big issues and concerns and engage the whole school community such as climate change, food poverty and sustainability. We underpin this work by referencing the UN Sustainable Development Goals as part of being a Rights Respecting School. PHSE enrichment activities at Clara Grant include:

- Fire Safety Workshops (Y1,2)
- Lifeboat Rescue Workshops (Y3,4)
- Police Young Citizens Project (Y6)
- Food Waste Project (Y5)
- Police Horse visits (R, Y1)
- Speak Out, Stay Safe assemblies & workshops (R, Y1, Y2, Y3, Y4, Y5, Y6)
- Anti-Bullying Theatre/workshop (Y4,5,6)
- Road Safety Theatre workshops (Y1,2)
- Road Safety Magic show (Y3, 4,5,6)
- Knives and Gangs police talks (Y6)

RE

Intent

In line with the current Tower Hamlets Agreed Syllabus for Religious Education, RE at Clara Grant will be delivered following the SACRE guidelines and RE Today. The Tower Hamlets SACRE promotes: RE and Collective Worship; develops the good teaching of Religious Education in schools; and supports

community cohesion. At Clara Grant, we believe in providing our children with the opportunity to develop their knowledge and understanding of different religions while also contributing to their spiritual, moral social and cultural development.

Implementation

RE is planned by the teacher to link with key dates and religious festivals where possible. Work is recorded in the children's topic books and can be evidenced with a variety of outcomes suggested on the scheme of work; written work, art, photos.

The syllabus follows a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught. Where possible, cross-curricular links or involvement with parents or other members of the community are made.

Through our RE provision, children learn about citizenship in a multi-faith and multi-racial society through developing understanding of and respect for different beliefs.

At Clara Grant, we hold special assemblies which celebrate the range of cultures and diversity of the school such as Diwali; Chinese New Year, Eid and Christmas.

Impact

Our RE provision ensures children at Clara Grant are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others. The scheme of work helps to prepare children with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. RE provision at Clara Grant celebrates the diversity of the school community and promotes positive images of people in the wider community, including their beliefs, traditions and culture.

Enrichment

Our enriched curriculum offers pupils a wide range of opportunities to develop their knowledge and understanding of different faiths. RE enrichment activities at Clara Grant include:

- Visits to local places of religious worship
- Links with the local church (e.g. Harvest collection)

EYFS

Intent

In the Early Years, we seek to forge positive and caring relationships with the children in order to provide a safe and exciting environment which recognises them as individuals with unique personalities and strengths.

Our intention is that anyone walking through the door will feel a buzz of purposeful energy and play, children working both collaboratively and individually on self-generated projects alongside interested adults. They will greet visitors with curiosity and enthusiasm and be keen to share their interests and learning.

A child leaving Reception will be a happy, resilient, risk-taker who is a confident, articulate problem solver and excited about their onward journey into Year 1.

Implementation

Although we use the Development Matters document as a framework for our planning, teaching and organisation of the environment, we first look to the children and their interests. From understanding a child's motivation, starting point or particular fascination we can then connect it more meaningfully to the seven areas of the EYFS learning: Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

Over the course of a day a child moves between our inside and outside learning environments where they can freely access a range of resources and experiences which allow them to take the next steps in their learning. Alongside this, the child will experience a short phonics lesson, daily maths or literacy teaching and gather together for stories and songs. They may also participate in a guided learning activity or receive a tailored programme depending on their learning and/or emotional needs.

Practitioners assess the children informally on a daily basis through ad hoc and written observations, work samples and conversations with colleagues. This information is then fed back into our planning and the child's learning journeys which are used to ensure children make progress across all areas of the curriculum. We understand that forming positive and collaborative relationships with parents is vital to children's progress and ensuring we get a picture of the 'whole child'. Parents are encouraged to contribute to children's learning journeys, share photographs and experiences from home, and participate fully in school life.

Impact

- All children make a good level of progress across all areas (according to Development Matters) whilst in Nursery and Reception in relation to their starting points.
- The percentage of children reaching the Early Learning Goals to be in line with or above the national average.
- Children with additional needs make rapid progress through accurately identified interventions and prompt support regardless of gender, ethnicity, disability, and home experiences.
- Judgments of children's learning and progress is consistent with Local Authority Moderators.
- Children move on to Year One as active and resilient learners; creative and critical thinkers; as players and explorers.

Enrichment

By the time our children have left Reception they will have had a range of rich and rewarding experiences; an affinity for the natural world in Forest School; their place in a vibrant local community with close links to local shops, places of worship, libraries and markets; trips further afield including the Cutty Sark, Discover, Greenwich Observatory and Mudchute Farm.