



Newall Green Primary School

Aiming High To Reach Our Goals

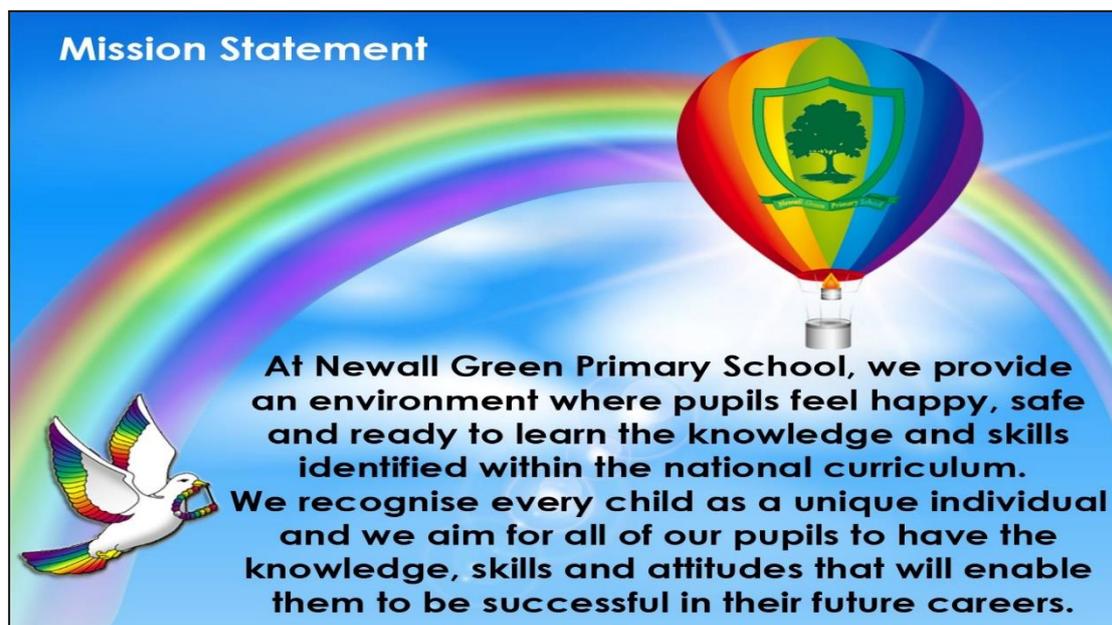
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Teaching and Learning Overview 2020

Document Control	
Title	Overview of non-core subjects
Date	September 2020
Supersedes	Version 3
Amendments	Aim – updated from 2019 document
Related Policies/Guidance	<ul style="list-style-type: none"> • Equality policy • Behaviour Management Policy • More Able Pupils Policy • Specific subjects’ policies • Long term plans – saved on teachers only area on school’s computer system • Assessment Policy • Performance Management Policy • Parent Partnership Policy • Parent Code of Conduct • Marking policy • Code of Conduct for Teachers • ICT & Learning Policy • Early Years Teaching & Learning Policy • Homework Policy • SEND Policy
All policies can be found on the school web page.	
Review	Annually

Approved by:	Date:
Last reviewed on:	Summer 2020
Next review due by:	Summer 2021



Motto

'Aiming high to reach our goals'

We will know when we have achieved our aim because our children will have developed the **five key skills for life** these are:

- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication

The children will be able to demonstrate that:

They are 'A good Peace Mala Pal' this is someone who:

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

They have Aspirations to be next stage ready:

- have developed the skills and knowledge to achieve their career aspirations.
- 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.

They have a curious nature: this is someone who is

- motivated to learn
- motivated to question and appreciate the world around us.

They have 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. Ultimately, we would encourage them to succeed in their future careers. 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 been trained to use techniques to develop children's memory skills.

Trips overview 2020-2021

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Nursery Rhymes & Traditional tales	Colours and Celebrations	Pirates	Space and Aliens	Insects and Minibeasts	Under the sea
		Anchors Away				Blue Planet
Reception	Local Environment	UK	Mountains / inventions	Netherlands	Farms	Weather
			Imagine That! Discovery Centre		Smithalls Farm	
Year 1	Our local area	Fire! Fire! How would you put out the fire of Wythenshawe Hall	Explorers- Antarctica/Race to the South Pole	Communication now and in the past 1980s	Places in the UK- seaside compared to town	Seaside towns now and in the past
	Wythenshawe Hall					Beach – Formby?
Year 2	Royal Family Tree	Space RACE	Matchstick Men	1920's - 1980's	WW2 links	Islands
	Mosque		Lowry via tram	MOSI	Stockport Air Raid Shelters	
Year 3	Stone Age to Iron Age	Volcanoes		Romans		
				Chester	Wythenshawe Hospital/ airport	Dunham workshop
Year 4	Ancient Egypt	Ancient Egypt	Rainforests	Rainforests	Vikings	Normans
	Horrible Histories Palace Theatre	Manchester Museum?	Chester Zoo			

Year 5	The wars of the Roses and the rise of the Tudors. Henry VII and Henry VIII	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism. Was England right to execute the King?	Georgians. The making of America. Bonny Prince Charlie.
	Bramhall Hall	River Field Trip		Beeston Castle		
Year 6	WW2	Parliament – what can parliament do to tackle climate change?	Victorians	Industrial Revolution	Galapagos Islands	Enterprise/Residential.
	MOSI		Styal Mill			Residential

Schemes

Teachers will follow the NGPS scheme for

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

And follow the commercial schemes

- Music – Charanga
- MFL – French- Tanto
- DT - PlanBee
- PHSE

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,**

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.