

# Curriculum Offer

## **Our School Vision**

**North Beckton is a successful school where respect, achievement, enjoyment and a willingness to learn are valued.**

**We are a safe and caring place. Everyone is part of something special and significant.**

**We work together to ensure the school reinvents itself constantly, so that the needs and aspirations of all pupils, from many different backgrounds, are met.**

**Everyone's potential is harnessed and we help each other to create a rich and dynamic learning community.**

**A focus on British values, inclusion and mutual respect prepare our pupils to develop as good citizens who are equipped to make a positive contribution to society.**

**We are proud that we all belong to North Beckton Primary School.**

In order to achieve these aims, pupils in KS1 & 2 are taught a broad and balanced curriculum covering all areas of the national curriculum:-

English, Maths, Science, Computing, History, Geography, Physical Education, Music, Art, Design Technology, Religious Education, PSHCE (Personal, Social, Health and Citizenship Education.) In KS2 pupils are also taught French as a Modern Foreign Language.

In EYFS (Early Years Foundation Stage) the curriculum covers 7 areas of learning:-

Prime Areas - Personal, Social and Emotional Development (PSED), Physical Development (PD), Communication and Language (CL)

Specific Areas - Literacy (L), Mathematics (M), Understanding the World (UW) and Expressive Arts and Design (EAD)

At North Beckton we use the Read Write Inc (RMI) system for the teaching of reading and Phonics across in Early Years, Key Stage 1 and where appropriate in Key Stage 2.

## **Curriculum Maps**

At North Beckton, we support pupils' learning in a variety of ways. Firstly, we have a cross-curricular approach which allows them to explore a topic in great depth and from a variety of angles. Secondly, we use the arts to underpin much of what the pupils learn. They are given opportunities to immerse themselves in a topic through the arts.

Our curriculum maps are designed to ensure that the pupils are taught the relevant skills and content for their age related expectations as set out in the National Curriculum.

We have designed the curriculum to be inclusive, so that all pupils can access the learning opportunities at their own level through careful differentiation in the planning. Each year group has 'topics' which link together and build on previous learning to support pupils in making connections in their learning. They develop key skills and knowledge through a wide range of practical experiences which will prepare them for the next stage in their lives.

The curriculum is extended and enhanced through themed weeks; after school clubs and activities; educational and residential visits; focused days and visits from outside agencies.

## Early Years Foundation Stage (EYFS) Curriculum

Pupils in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

We aim to provide an environment that is stimulating and exciting. We firmly believe pupils learn best through play. We ensure that every pupil gets a good balance of activities, using the Foundation Stage Curriculum.

There are seven areas of learning in the Early Years Foundation Stage Curriculum:

Prime Areas

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Learning at home is also extremely important to every pupil's progress and development in all areas. In the Nursery and Reception Handbooks there are lots of examples of ways to support learning at home, in this section only a couple of ideas have been given.

**Personal, Social and Emotional Development** involves helping pupils to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. **At home:** Praise your child for trying hard. Encourage your child to mix with other children and adults and to share their toys.

**Communication and Language** development involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. **At home:** Talk to your child when you are doing jobs, in the car, are out shopping, etc telling them what you are doing. Encourage the asking of questions to extend vocabulary.

**Physical Development** involves providing opportunities for pupils to be active and interactive; and to develop their co-ordination, control and movement. Pupils are also helped to understand the importance of physical activity, and to make healthy choices in relation to food. Pupils have access to milk, water and fruit. **At home:** Walk along and balance across balancing equipment. Show your child how to wash their hands effectively and talk about why this is important, especially after we go to the toilet or before we eat.

**Literacy** development involves encouraging pupils to link sounds and letters and to begin to read and write. Pupils are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. **At home:** Read stories to your child. Talk about the books that you have read together. Encourage them to play with paper, pencils and pens. Encourage them to experiment with the marks they can make.

### **Read Write Inc.**

We use the Read Write Inc. Synthetic Phonics Scheme to teach reading and spelling. Teachers and TAs work with small groups, or in a one-to-one situation, where teaching is specifically targeted to meet the needs of the pupils. The pupils regularly read in pairs, discuss their reading and feedback to the rest of the group. They are also expected and encouraged to read their RWI book at home. These sessions are designed to build on the pupil's confidence and give them the skills to become fluent, independent readers with the ability to read for enjoyment and information. Each time the pupils are taught a new letter sound it is written in their homework folder. **At home:** Support your child to stick pictures or write words beginning with that letter sound. Every day spend 5 minutes with your child looking over and practising these letter sounds. Once your child is ready they will be given a tricky word keyring. Look at this every day. The first words are: I, the, to, no go.

**Mathematics** development involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. **At home:** Encourage your child to observe that numbers are everywhere – house numbers, road signs, prices, television, number plates and buses. Make patterns with everyday objects or count out the cutlery needed at meal times. Are there enough plates for everyone?

**Understanding the World** involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. **At home:** Through books and television, discuss the differences between other countries and cultures. Cook with your child. Talk about and observe the changes to the local environment with your child – plants, animals, seasons and the weather.

**Expressive Arts and Design** involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. **At home:** Provide opportunities for your child to experiment with paint, crayons or boxes for modelling. Listen to different types of music together.

### **Well-being**

To ensure all pupils feel happy and secure in our Nursery each pupil has a special **key worker**. They are the main point of contact within the Nursery for parents/carers, helping the pupil to become settled, happy and safe, taking responsibility for the pupil's care, development and learning and taking careful notes of progress, sharing these with parents/carers and giving ideas for how to help the pupil learn at home. In Reception classes this role is taken on by the class teacher and support staff.

### **Assessment**

Written observations, photographs and videos are taken to record the progress of each pupil as they learn across the different areas of provision. Staff work together with parents/carers, exchanging information and to discuss things that will benefit the child academically and socially.

Information is recorded in 'Learning Journey' books and on a computerised system called '2 Simple'.

Parents/carers have regular access to this information, contributing and sharing this learning with their child.

### **Forest Schools**

Since 2012, pupils in Nursery, Reception and Year 1 have been experiencing Forest Schools activities.

"Forest Schools is an excellent way to offer outdoor learning opportunities for pupils on a regular basis. It is a form of outdoor learning, fun and unhurried. Pupils are learning in a pleasant, natural, fun environment with a wealth of opportunities to suit all learning styles. Forest Schools sets learning in a different context for pupils where they can undertake a range of practical activities and carry out small achievable tasks. We aim to provide a fun packed day, in an exciting environment." Mrs Gizrade (Forests Schools Leader and Nursery Leader)

At North Beckton we have a large field surrounded by trees which is where most of our Forest Schools sessions take place. The classes have one session per week, all year round, unless weather conditions are dangerous.

Pupils bring their own Wellington boots and a waterproof jacket and school provides waterproof trousers. During session the pupils spend some time reflecting on any changes to the environment. The work will support the main curriculum (particularly in literacy, science, maths and the arts) and will have a strong emphasis on raising a pupil's self-esteem and independence. We do an activity together/ learn a new skill and have lots of time to explore independently. The pupils make their own choices during this time, but it might include: creating a picture on the floor using natural materials, bug hunting, making houses for insects, natural artwork, whittling, mud painting, making a collection, making a nest, retelling and acting out stories, counting tree trunks and much more. We then gather and share some of our work. There will be tools on offer but they will always be used under adult supervision.

The **Tree house** is a fantastic resource for traditional storytelling, watching birds, and observing the weather and season changes. The pupils can also engage in role play by having a tea party, re-enacting their favourite stories and pretending to be different characters.

The **Mud kitchen** provides opportunities to develop physical skills. An extensive range of actions are involved from pouring, blending, smoothing, scooping, sieving, picking and chopping as they learn to manipulate

different tools in the mud. Pupils are involved in a range of sensory experiences as they explore the properties of the mud. Is it dry, wet, clumpy, rough, smooth? Does the mud blend or mix with other substances. How does the mud change over the seasons? It's a great place to develop maths skills by weighing, measuring, adding, comparing, fitting together, counting, sorting, classifying. But most importantly of all, great fun! We started ours in Autumn 2015.

(See curriculum maps)

## **KS1&2 Curriculum**

### **English**

In our English curriculum, pupils learn to understand, express ideas and convey information effectively, in both spoken and written form. Pupils from Year 1 to 6 engage in a daily one hour English lesson, with an extended writing session once a week. Pupils are encouraged to work collaboratively and cooperatively as well as independently, as they develop their skills in the subject. These lessons are linked, as often as possible, to other subjects in the curriculum so that pupils learn to apply their learning in different, meaningful contexts.

### **Spoken language**

Our aim is that pupils leave North Beckton as fluent speakers who can confidently communicate with others. High quality speaking and listening underpins our curriculum, as we believe that speaking well is crucial to success in all subjects, and to fully participating as a member of society. Pupils are taught to clarify their ideas to themselves as well as others, and speak for different purposes, such as making formal presentations and participating in debates.

We believe that speaking well is particularly important for pupils' development of reading and writing. Using the storytelling schools approach, our pupils learn and tell stories and other texts by heart, enabling them to further enhance their communication skills and enrich their vocabulary.

Drama and role play are also used to help pupils develop their speaking skills and expressive use of language, as well as to deepen their understanding of other areas of the curriculum.

### **Reading**

Our goal is to teach pupils to read with high enjoyment, fluency and understanding. Reading for pleasure is a high priority in the National Curriculum, enabling pupils to *"develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development."* (National Curriculum 2014) We want pupils to develop a lifelong love of reading for both study and pleasure. Pupils experience a range of authors and styles of texts. As well as choosing and reading books for themselves, they enjoy a daily 'story time' where they are read to by their teacher. In addition to their English lessons, pupils from Reception onwards receive a half hour, daily reading lesson. KS 2 pupils are grouped to ensure that they are reading a text with the correct level of challenge. This also ensures that teaching is specifically targeted to meet the needs of the pupils in that group. Our annual Book Week is a celebration of reading, where pupils meet authors and are encouraged to respond creatively to what they read. Parents, teachers and pupils come together to share their love of reading during our Book Quiz.

**Every Child a Reader (ECaR)**—We also offer support to pupils who, for whatever reason, find learning to read and write difficult. Intensive supplementary interventions under the Every Child a Reader strategy are in place. With Reading Recovery at the core, ECaR offers a layered approach to intervention. The aim of ECaR is to enable all pupils to reach age-related expectations or better by the end of KS1.

**Reading Recovery** is an effective early intervention provided for identified young, low-achieving pupils. These pupils have, in addition to classroom instruction, daily individual teaching with a specially trained teacher, enabling them to reach age-expected levels within 20 weeks. Reading Recovery is designed for pupils who are the lowest readers in the ordinary classroom.

### **Writing**

Writing is a key life skill as well as an important vehicle for self-expression. Our pupils are motivated to see themselves as writers and to take pride in, and ownership of, their written work. They are taught to write for different purposes and in different forms, both factual and creative. We encourage pupils to consider the audience and purpose for their work and expect a high level of presentation. Pupils learn by heart, and retell, stories and non-fiction texts, which they then apply to their own writing through innovation and invention. We

believe that our pupils' understanding of structure, language, punctuation and grammar is deepened through oral storytelling and enables them to make good progress in writing. We encourage pupils to see themselves as storytellers who will leave school with a large collection of high quality stories to draw upon throughout their lives. In addition, every English lesson begins with a 5 - 10 minute focus on grammar or punctuation, in order to further develop these essential skills. Spelling and handwriting are also given high priority, both within lessons and as a discrete teaching focus.

### **Phonics**

We use the Read Write Inc. Synthetic Phonics Scheme to teach reading and spelling in Reception and Key Stage 1 (Where appropriate, pupils in Year 3 are also taught using **RWInc.**) Teachers and TAs work with small groups, or in a one to one situation, where teaching is specifically targeted to meet the needs of the pupils. Pupils regularly read in pairs, discuss their reading and feedback to the rest of the group. They are also expected and encouraged to read their RWI book at home every day. These sessions are designed to build on pupils' confidence and give them the skills to become fluent, independent readers and accurate spellers.

### **Maths**

Pupils enjoy engaging and challenging Maths lessons using a wide range of resources to suit all learning needs. In EYFS it is taught both discretely and is embedded across all areas of learning. In KS1 and 2 it is taught discretely and through cross-curricular links with Science, computing and other curriculum subjects whenever possible. We are using The Busy Ants Maths scheme, Testbase and Key Stage exemplars to ensure lessons are pitched correctly and have an element of challenge for all pupils.

There are three main aims in the new curriculum for Maths. They are: Fluency, Reasoning and Problem solving.

#### **Fluency**

Pupils become fluent in using the fundamentals of mathematics in a variety of situations and problems. They are taught to make links between numbers and use this knowledge to assist them in tackling more complex calculations over time. Mental Oral starters at the beginning of each Maths lesson ensure that pupils practise the ability to recall and apply their knowledge rapidly and accurately. We understand that in order for pupils to become fluent in the fundamentals of Maths, they need to have a secure knowledge of their multiplication tables. Within the new curriculum, the expectations for times tables have changed.

By the end of year 2, pupils should be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

By the end of year 3, pupils should be able to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

By the end of year 4, pupils should be able to recall and use multiplication and division facts for all multiplication tables up to 12 x 12.

Whilst we teach and practise multiplication tables during Maths lessons, it is also extremely important that your child practises their multiplication and related division facts regularly at home. They are linked to so many parts of Maths, that without a firm knowledge and understanding of them, pupils may struggle to access the primary curriculum for Maths.

#### **Reasoning**

We teach pupils to be able to use their knowledge and apply it to a variety of contexts, encouraging them to explain their answers fully to ensure they have really understood the process. In order for them to do this, a big emphasis is put on the learning of the correct mathematical vocabulary. Pupils are encouraged to articulate their thoughts, and justify and prove their answers using the correct vocabulary.

#### **Problem Solving**

Pupils use the number and calculation skills they have learnt to solve a range of problems in different contexts such as: money, measures and time. They are taught to tackle the problem in a methodical way in order to reach the answer. We expose our pupils to practical puzzles as well where they work with their peers to come to a solution.

### **Science**

Science is taught throughout the school. In all year groups we will support pupils in developing their own scientific knowledge and conceptual understanding. Through hands on investigations and experiments, they will understand the nature, processes and methods of science. Pupils will also learn about great scientists of the past, today's new inventions and question what science in the future may look like.

In EYFS they will be taught science through 'Understanding The World'. Pupils will have the chance to take part in hands on experiences that will link to key events that are relevant to them. They will take part in continuous outside exploration and look closely at living things, seasonal changes and their own environment through the provision of Forest Schools.

Throughout KS 1 & 2 pupils will acquire new knowledge and understanding of specific topics and get the chance to take part in experiments and investigations in order to develop their scientific mind. Pupils will learn and adopt scientific skills such as collecting data, sorting, classifying, measuring, researching and testing. Pupils will also be expected to pronounce and use key vocabulary and scientific language at an age-related expectation level.

### **Eco Club**

North Beckton's Eco club has been designed and organised to help promote, monitor and care for the overall school environment. The Eco club gives pupils more responsibility and ownership over the school and provides them with a sense of pride in helping their school community improve for the better.

Eco club takes place once every 2 weeks during Tuesday lunchtimes with Miss Simmonds. The club is currently made up of 20 members from year 3 and 4. Each session has a different focus through the support of 'Centre of the Cell' (Science based resource website)

The club has currently helped pupils work effectively as a team, develop new relationships with their peers and refine their communication skills when presenting their ideas and findings.

### **Computing**

Computing is taught to every pupil at North Beckton to prepare them for a technologically rich world. In EYFS, pupils learn about a range of technology including programmable toys, computers and communication devices and they explore computing through a play based approach. In KS1 & 2, computing skills are taught using a scheme called 'Switched On Computing'. There are three key aspects; computer science, information technology and digital literacy. We offer a broad and balanced computing curriculum that covers these three aspects, equipping our pupils to use computational thinking and a range of resources to develop their ideas and understanding of this important subject.

We encourage the use of ICT across the curriculum. Pupils have access to laptops and we also have a dedicated ICT Suite which is available to all classes. Each classroom has a teaching desktop computer, interactive whiteboard, visualiser and digital camera. Our SEN pupils also have access to iPads, which benefit them greatly with their learning and understanding.

### **History**

History envelops pupils' curiosity about the past in Britain and the wider world. Pupils learn and understand how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. The history curriculum allows all pupils to study people and places from different times in society such as prehistoric times, Ancient Greece and the Victorians. As they do this, pupils develop a chronological framework for their knowledge of significant events and people, in a fun and dynamic way.

### **Geography**

Geography at North Beckton fully supports thenational curriculum giving the pupils the opportunity to learn about natural processes that shape our planet, the cultural diversity of its inhabitants, as well as an opportunity to engage in a range of local, national and global issues. Pupils can engage with staff members and other professionals and be given a combination of exciting and informative lessons using the skills taught to provoke thoughts and questions to develop their learning further.

### **The Arts**

At North Beckton The Arts enable pupils to access the curriculum in a creative way. We have a cross-curricular approach in which the arts are used to create feelings, expressions, and ideas, which provoke, inspire, and create those feelings, expressions, and ideas in others. This promotes a creative and constructive learning environment where the teacher facilitates the way that pupils learn from each other and professionals.

The arts provide opportunities for pupils to delve beneath the surface of the curriculum and explore the key concepts in a meaningful and creative way. They allow pupils the opportunity to develop, express and reflect on their unique perspective developing a critical appreciation of the arts.

## **Art and Design**

Pupils have the opportunity to learn a variety of new skills and techniques to create their own pieces of art work through a range of media (e.g. printing, painting, collage and sculpture). Pupils have sketch books to record their observations and use these to review, evaluate and revisit ideas. In KS1 & 2, pupils work with our Artist in Residence, for half a term on a weekly basis. These sessions significantly develop pupils' interest and ability in Art and Design, as they benefit from specialist sessions which are tailored to their needs.

## **Music**

We have a wide range of musical provision across the year groups. All KS1 & 2 pupils attend a singing assembly once a week. As well as learning a variety of songs, pupils are taught the key musical terms. Pupils are taught music in a cross-curricular manner through their topics and in years 2 – 6 they also have provision from outside agencies:

Year 2 take part in the Whole Class Ensemble Tuition (WCET) programme organised by the Newham Academy of Music. Pupils receive a weekly whole class session from a trained Music Tutor.

Years 3 & 4 receive weekly whole class teaching through 'Every Child a Musician' (ECAM) with a trained Music Tutor. Year 3 are learning to play the flutophone and Year 4 the ukulele. This is a new scheme offered by ECAM this year.

Years 5 & 6, pupils learn a musical instrument through the 'Every Child a Musician Programme'. They have a weekly half-hour lesson in groups of four and have a choice of learning to play the violin, guitar or flute. Pupils are taught how to play the instruments, shown how to read music, learn how to play as a group and also understand key musical terms.

Our school choir consists of pupils from Years 3, 4, 5 and 6. They meet every Wednesday and are led by a trained music tutor from the Newham Academy of Music. Regular opportunities to perform in assemblies and at key school functions throughout the year boosts self-confidence and celebrates their achievements.

## **Dance**

Dance is taught in our school from Nursery to Year 6. Dance enables our pupils to communicate and express themselves through movement and to develop their creative side. In KS1 pupils are taught to perform dances using simple movement patterns, developing their balance and co-ordination. In KS2 pupils learn to compare their performances with previous ones and demonstrate improvement to achieve their personal best. To celebrate just how diverse our school is, pupils enjoy learning a range of dancing styles such as Bollywood, jazz, salsa, tap, country and street dance.

We provide many opportunities for pupils to showcase their dancing skills, such as during Arts Week, Multicultural Events and through various productions, internal as well as external. We also have a dance-a-thon each term where the whole school comes together after having learnt a particular dance.

## **Design and Technology**

In the Early Years curriculum, pupils learn the basic concepts of DT through their expressive arts, junk modelling and weekly cooking sessions. As the pupils progress through each year group, they are continually developing their design skills through a variety of creative and practical activities. The pupils learn to design, make and evaluate, as well as develop the technical knowledge associated with a range of topics such as food, textiles, mechanisms and electrical systems. We encourage the pupils to develop their knowledge of a range of tools and equipment, and learn how to use them safely. We aim to develop pupils' originality and their willingness to take creative risks to produce innovative ideas and prototypes, creating a passion for the subject and nurturing creativity.

## **Religious Education (R.E.)**

Schools are required to teach a programme of religious studies. Religious Education (R.E) consists of the study of different religions, religious leaders, and other religious and moral themes. R.E. is taught from the Local authority approved syllabus. Parents have the right to withdraw their child from RE and/or Collective Worship.

### **Place of worship visit**

Every year group from Nursery to Year 6 visit a place of worship that is linked with a particular religion. It is organised in such a way that every year group visits a place of worship that is linked to a different religious denomination. These visits encourage pupils to look at and understand what people from different religious groups do and never for pupils to participate in the actual worship. Each class also interpret what they experienced in their own way and produce work for a whole school display to celebrate the visits.

### **Collective worship**

We have daily assemblies in our school. We have separate assemblies for KS1 & 2 on Mondays and Wednesdays, class assemblies on Tuesdays for KS1 and singing assembly for KS2 and singing assembly for KS1 on Thursdays. Then Fridays are used for whole school assembly and this is a time when a designated class share something interesting they have learnt during the week. It is also used to share in the celebration of different religious festivals and to celebrate pupils' achievement. Classes and individual pupils are recognised and rewarded for various jobs they have done in the week and for being good role-models in different aspects of our school life. For example, classes win cups for the highest attendance and for bringing their PE kits to school weekly.

## **PSHCE**

At North Beckton, PSHCE education contributes to personal development by helping pupils to build their personal identities, confidence, self-understanding and self-esteem, empathy and the ability to work with others and thereby enjoy healthy, productive and safe relationships in all aspects of their lives.

We teach PSHCE to allow pupils to develop the qualities and attributes they need in order to thrive as individuals, family members and members of our society. This also links to other subjects such as P4C.

We believe that PSHCE education should

- Be an integral part of the lifelong learning process.
- Encourage every pupil to contribute to our school community and in time to contribute to the wider community.
- Encourage pupils and teachers to share and respect each other's views.
- Ensure pupils have positive relationships with each other and with adults, feel valued and where those who are most vulnerable are identified and supported.
- Enable the school to work in close partnership with specialists and community members when delivering PSHCE.
- Provide a safe and supportive learning environment where children can develop the confidence to ask questions, contribute their own experience, views and opinions and put what they have learned into practice within a safe environment- this links with the P4C curriculum.
- Contribute to our pupils' spiritual, moral, social and cultural development.
- Help pupils to learn about personal safety issues in order to further thrive as individuals. See 'SAFETY FLOWCHART' Appendix 1

During the Early Years, pupils learn to be independent and safe through positive relationships. In KS1&2, pupils have the opportunity to experience a widening variety of learning opportunities which reflect their increasing independence.

PSHCE affects our whole school ethos so opportunities are also provided outside of formal classroom learning to allow pupils to make use of their increasing skills and knowledge in order to help our school and community thrive.

SRE is an important part of the PSHCE curriculum and although all parents are encouraged to ensure that their children participate in these lessons they also have the right to withdraw their children on moral or religious grounds. They are encouraged to discuss this with the school.

## **Philosophy for Children (P4C)**

In P4C pupils are taught how to create their own philosophical questions (big wondering questions!). They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example, the question might be 'Is it ever ok to steal?' The teacher, as facilitator, supports pupils in their thinking, reasoning and questioning, as well as the way the pupils speak and listen to each other during the discussion. After the enquiry the pupils and teacher reflect on the quality of the thinking, reasoning and participation, and suggest how they could improve, either as individuals or as a group. Pupils in the EYFS and Year 1 take part in short sessions on a weekly basis focusing on developing the thinking skills they need.

P4C focuses on developing the 4cs:

**Collaborative** – Pupils are encouraged to work together, listen to each other ideas and build on them. Pupils formulate questions together and discuss ideas with one another.

**Caring** – Pupils learn to respect each other, listen to each other's ideas. Everyone's opinions are valued.

**Critical** – Pupils learn to formulate 'big wondering' questions and have in-depth discussions, giving reasons and evidence to support their thinking.

**Creative** – Pupils think creatively – formulating questions, suggestions reasons and/or alternative explanations. P4C develops pupils' confidence as well as their speaking and listening skills. This then has an impact on other areas of their learning across the curriculum.

### **Spiritual, Moral, Social and Cultural learning (SMSC)**

SMSC is at the heart of the curriculum at North Beckton, we ensure that all of our pupils have extensive opportunities to nurture their spiritual, moral, social and cultural development. The staff at North Beckton are excellent role models for our pupils, fostering a variety of approaches throughout the school to ensure that our pupils have a broad and well developed SMSC understanding, as well as an appreciation of fundamental British values.

Pupils' **spiritual** development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

*(School Inspection Handbook from September 2015)*

**At North Beckton we value and respect all religions and beliefs of both the pupils, parents and staff at our school. We visit different places of worship in each year group to ensure that all pupils are aware of and have a deeper understanding of different religions and beliefs. We have special assemblies to mark and celebrate important religious days. Pupils and staff are respectful of one another and everyone feels appreciated and part of the North Beckton community.**

**Pupils have many opportunities to enjoy learning about others and the world around them. Pupils attend regular school trips, participate in 'Forest Schools' and prepare, organise and take part in assemblies and shows.**

Pupils' **moral** development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

*(School Inspection Handbook from September 2015)*

**At North Beckton we have set school rules that all pupils and staff adhere to and everyone is aware of the consequences, if they do not follow these rules. Pupils agree on their own classroom rules, giving them ownership in decision making. They know the difference between right and wrong and this is evident through class discussions and assemblies.**

**During Philosophy sessions (P4C) the pupils discuss a wide range of issues, both moral and ethical, and are able to share their views and opinions as to why they think things, while at the same time respecting and valuing the views of others. They know the difference between right and wrong and this is evident through class discussions and assemblies.**

Pupils' **social** development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*(School Inspection Handbook from September 2015)*

**At North Beckton there are many opportunities for our pupils to develop socially. In the classroom the pupils work regularly in pairs and teams, as well as independently. There are many leadership opportunities throughout the school for pupils, ensuring that they feel valued, respected and appreciated.e.g. library**

**monitors, book monitors, playground pals, lunchtime monitors. Pupils are developing their understanding of British values and what it means to be British. Pupils have a voice in School Council sessions and have opportunities to feedback to their classes after meetings. Regular P4C sessions, ensure that pupils have the opportunity to discuss a variety of issues, ask questions, give their opinions, and think critically. P4C helps develop our pupils' collaborative learning, creative and critical thinking and caring attitudes.**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

*(School Inspection Handbook from September 2015)*

**At North Beckton we are extremely proud of both our pupils and staff and the diversity that each individual brings to our school. Pupils' and staff appreciate each other's differences and celebrate these through mutual respect of one another, as well as through assemblies, displays and annual events. We have a rich and engaging curriculum, which allows pupils to explore and experience a range of topics. Pupils are keen to explore and participate in a wide range of activities, which we promote through assemblies, specialist subject days/weeks, quizzes, sports days and afterschool events.**

## **P.E.**

At North Beckton pupils in KS1 & 2 have two lessons of P.E. a week. One lesson is indoor (taught by the class teacher) and the other is outdoor (taught by a qualified sports coach). Each week we run a P.E. kit competition where the class in each key stage, which brings in the most P.E. kits, wins the P.E. kit cup for that week. We aim to give each pupil enjoyment and satisfaction from physical activity and to foster good sporting attitudes.

### **KS1 P.E.**

In outdoor P.E. in KS1, pupils are given opportunities to learn and develop the skills needed to play simple games. These skills include throwing and catching, jumping and running. For indoor P.E. the pupils follow an alternating half termly programme of gymnastics and dance to develop their skills in these areas and also develop better body co-ordination and control.

### **KS2 P.E.**

In outdoor P.E. in KS2, pupils learn and develop skills associated with net and wall games (tennis), invasion games (football, netball and basketball) and striking and fielding games (cricket and rounders). They then use these skills in competitive games and challenges. During the summer term pupils complete an athletics programme. For indoor P.E. pupils further develop their skills in dance and gymnastics.

### **Competitions**

During the school year, pupils from Year 1 to 6 compete in different intraschool sports competitions organised by the Langdon Secondary School Partnership. In school, pupils compete in team colour interschool sports competitions organised by the Junior Sports Leaders. The competitions cover the team sports and games taught in P.E. lessons and give the pupils the opportunities to use their learnt skills in a competitive environment.

### **Sports Teams**

We have a boys' and a girls' football team and a boys' and a girls' cricket team. The football teams compete in the Newham 6-a-side football league and Newham 7-a-side tournament. The boys' cricket team competes in the Newham softball league and cup competitions and the girls' cricket team competes in the softball cup competition.

### **Sports Day**

At the end of each year we hold an Early Years and Year 1 Mini Olympics and a Year 2 and KS2 Sports Day. Pupils compete in different races and events to earn points for their team colour. The team colour with the

most points is the winner. We also hold a Year 5 and 6 athletics competition where the best 2 boys and 2 girls from each class for each event after heats, compete in the final. The pupils compete in 2 running events, 2 throwing events and a jumping event.

### **Swimming**

Year 3 pupils are split into groups of 10 for their lessons. They attend Newham Leisure Centre and are taught by a qualified instructor. Each group has a block of 6 lessons during the year.

### **Cycling Proficiency**

Year 5 and 6 pupils have the opportunity for an intensive course in order to feel confident and competent when cycling on the roads. They learn how to be safe and how to maintain their bikes.

### **Modern Foreign Language**

French is our chosen Modern Foreign Language, which is taught as part of the National Curriculum for pupils in KS2. They receive a weekly lesson from a multilingual member of staff who speaks French and Spanish fluently. Lessons introduce the pupils to the French language and culture. In EYFS and KS1, pupils experience French songs, rhymes and stories, as well as playing some popular games in French. They also take part in cultural activities such as the whole school French Day.

(See curriculum maps)

## **Special Needs Provision**

The pupils benefit from an extensive range of internal and external specialist resources. We believe that all children and young people should have an equal opportunity to attend a mainstream primary school. We use B squared and CASPA computer programs in order to assess and set targets for pupils with SEN. Our pupils' achievements are celebrated throughout the school during assemblies, displays and earning team points. Our local school offer is information for parents/carers of children who may require additional support due to a Special Educational Need.

### **We aim to have structures and policies which promote inclusion:**

- A policy of making all parents and carers feel their children will be welcomed and supported at the school
- A policy of welcoming and doing our best to meet the needs of all children and young people attending the school, whatever special educational needs or disability they may have
- Governors and staff who are trained in disability awareness issues
- A policy which ensures recruitment and training of staff who will support and are committed to inclusion
- An inclusion policy which is an integral part of the school development plan
- A special needs policy which is rigorously implemented and reviewed

### **We aim to promote high levels of achievement for all children and young people, by:**

- Offering a wide range of learning and teaching experiences
- Developing and implementing Individual Education Plans for children and young people with special education needs
- Valuing high expectations of all children and young people
- Having high expectations of all children and young people
- Training staff to equip them to teach all children and young people

### **We aim to include all children and young people in all activities of the school, by:**

- Fostering supportive friendships among children and young people (See Buddy Policy)
- Having clear codes of behaviour that take account of the particular difficulties that certain children and young people face
- Working to enable children and young people to become more independent
- Finding ways to overcome any difficulties caused by the physical environment, school rules or routines
- Promoting diversity, understanding difficulties, recognising and respecting individual differences
- Taking positive steps to prevent exclusions, especially of all children and young people with Statements of Special Educational Needs

**We aim to work in partnership with parents and carers, by:**

- Welcoming parents and carers into school
- Making written and spoken language accessible
- Dealing with parents and carers with honesty, trust and discretion
- Taking time, sharing information, listening and valuing contributions in meetings.

(See School Offer <http://www.northbeckton.newham.sch.uk/inclusive-learning/inclusion/>)

## **Opportunities for More Able Pupils**

### **Work Week**

All pupils from Nursery to year 6 took part in our 'Work Week' in January. This programme helped to develop our pupils' awareness of the world of work, demonstrate the links between learning in school and success in adult life, as well as raising aspirations and developing skills of problem solving and enterprise.

### **Burnet News Club**

Currently 25 pupils in year 5 participate in The Burnet News Club. The Burnet News Club is a network of school news clubs that helps young people think critically about current affairs and make their voices heard. Following last year's successful participation in the Burnet News Club (having achieved 1<sup>st</sup> position in the club), it was decided to continue to offer the club to the current year 5 pupils. This is progressing at a good pace through the weekly sessions and independent blogging time. Through the club, pupils are developing their logic, critical thinking, social, persuasive and literary skills.

### **Brilliant Club**

24 pupils from Year 6, who were identified as being gifted & talented across a range of subjects, have been taking part in The Brilliant Club Scholars Programme. The programme started with a launch trip to Cambridge University, this was followed up with in-school seminar sessions with PhD tutors who helped the pupils prepare for the submission of university style assignments. Pupils then received their awards at a graduation event at King's College London. As well as celebrating the pupils' successes, the programme will also give them the opportunity to discuss their options in regards to applying to a university later in their education.

### **Rokeby Maths Programming**

Since October, North Beckton has been working closely with Rokeby to extend Year 5 and 6 Gifted and Talented pupils in Maths and Computing. A select group of 12 pupils have attended hourly sessions with Mr Milki, Head of Computing at Rokeby. The pupils took part in a range of challenges including extending their Maths computing and programming skills. Some of the sessions have taken place at Rokeby to enable our pupils to benefit from their software and applications. The success of this programme has led to an expansion of the programme which has now been introduced to year 4.

### **Chess Club**

As Chess is well known to promote a range of skills such as logic, problem solving, concentration etc. we have very recently started an afterschool Chess club in years 3, 4 & 5.

### **The Mighty Write Competition**

Pobble is an online literacy tool that we are trialling in years 2 and 4. To highlight the talented writers in our school we have given pupils the opportunity to take part in this writing competition and get their writing published to a worldwide audience. Prizes include; signed books and video messages from top Penguin authors!

### **'Count on us' maths challenge club**

Year 4 pupils will be taking part in this pan-London maths tournament based on shape puzzles, number games and code breaking challenges. The aim of this challenge is to improve confidence in arithmetic and problem solving skills through games. One of our year 4 teachers has attended training and will lead our school team through the heats and if successful the final for top London schools.

### **Twelfth Night performance**

In March, 20 of our year 5 pupils will be given the opportunity to attend a full-scale performance of Twelfth Night at the Globe theatre. This production was created specifically for young people and will be great cultural and learning experience.

## **Black History and British Values**

Black History Month is celebrated in North Beckton during the Autumn Term each year. Each year a different theme/aspect is chosen. The aims are to raise awareness and promote Black History Month, celebrate positive black contributions to British society and to identify and integrate 'British Values' in the celebration of Black History Month.

We believe it is important to teach and learn about British Values throughout the school year so that pupils develop:

- their self-esteem and confidence
- an understanding of democracy, the rule of law and individual liberty.
- tolerance, harmony, understanding of each other's culture, history and traditions.
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- an understanding of the importance of identifying and combatting discrimination.

At North Beckton Primary School we value each and every one of our school community and respect their rights and freedoms both through the taught curriculum and through a shared vision which promotes individuality, co-operation and commitment to one and other. We use PSHCE and P4C lessons and displays alongside whole school assemblies and special events to promote British Values to ensure young people leave school prepared for life in modern Britain.

At North Beckton these values are promoted in a variety of ways.

- Pupils participate in elections for school councillors that represent them in decision making.
- Pupils formulate and agree on class rules which provide guidance as to appropriate and expected behaviour.
- Pupils are encouraged to develop self-knowledge, self-esteem and self-confidence through an inclusive approach from staff throughout the school.
- Pupils are respectful of each other's cultural and faith traditions, participating in events and assemblies which promote knowledge, mutual awareness and tolerance. E.g. Eid/Christmas/Diwali assemblies.

### **Assessments**

EYFS carry out on entry to Nursery and Reception baseline assessments. Pupils' are then set targets for the end of Reception in all areas of learning. The staff track the pupils' progress recording observations on 2 Simple and in each pupil's Learning Journey Book, collating evidence of writing and art samples, video and photographic evidence to show progress against the Ages and Stages. In Nursery, pupils are working towards a target of '+30 to 50 months secure' in Ages and Stages, so that they are 'Reception ready'. In Reception, pupils are working towards the Early Learning Goals and each pupil is awarded a score of 1 (emerging), 2 (expected) or 3 (exceeding) in the 7 areas of learning at the end of Reception. If a pupil attains a 2 in all areas they have a good level of development (GLD) and are 'Year 1 ready'. These results are reported to parents.

In KS1 & 2, all pupils' are set aspirational targets in reading, writing and maths to achieve by the end of the academic year. The targets state that the pupil is expected to achieve below age related expectations, meet age related expectations or be above age related expectations. These targets are based on prior attainment from the end of the previous key stage. KS1 & 2 teachers track the pupils' progress using Classroom Monitor or B squared (pupils with SEN). These judgements are made using evidence from pupils' work, 'in the moment' marking, assessment for learning within lessons, end of unit test scores, photographs, observation notes, video and moderation. At the end of each academic year parents receive a report to say whether their child has met the age related expectations. At the end of Year 1 pupils are assessed on their phonics skills using the national Phonics Check, pupils who do not pass are rechecked in Year 2. At the end of Year 2 and Year 6 pupils sit their SATs. The Phonics Check and SATs results are reported to parents.

### **Safeguarding**

North Beckton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at our school.

North Beckton Primary school has a legal responsibility to inform Children's Social Care of any Child Protection concerns in relation to pupils who attend the school. In the majority of cases a Child Protection concern will be discussed initially with the parent/carer and if necessary a referral will be made to Children's Social Care.

All of our staff have yearly safeguarding training and have read the 'Keeping Children Safe in Education' and The Prevent Guidance documents, most have also had Prevent Duty training. New staff receive safeguarding training as part of their induction process. The designated safeguarding lead is Mrs Rai and there are 2 additional leads, Mrs Ojo and Miss Stewart. These lead practitioners have undertaken relevant training to fulfill their roles and keep up to date through network meetings and ongoing specific training. E.g. FGM, CSE and Prevent.

#### **e-Safety**

The school has a long-standing commitment to promoting e-safety in the school and increasingly when pupils are out of school. More and more parents are becoming aware of the issues and ask for our advice or to be pointed in the right direction to find more information. On our website and through discussions with parents/carers we try and put forward some important information regarding e-safety. E.g. making sure their child does not have the administrative code, activating parental controls and how to get help with making the internet safer for their child to access.

### **Parental Involvement throughout the school**

We understand how important our parents are in supporting in the education of their children. Parents are encouraged to attend parent/child workshops throughout the year. This is a great opportunity for parents to be informed of the key skills taught in English and Maths and how best to assist their child with their learning at home.

We want to encourage a love of English and Maths and we try to do this during our Book Week and Maths days held every year. After school on these days we hold Book Fairs, Reading Events and two Maths quizzes: one for Early Years and KS1 and one for KS2. This is a fantastic opportunity for parents, children and their teachers to work together, sharing and developing their love of these subjects.

Parents are invited to share with us in academic, cultural, religious, sporting and extra-curricular events such as celebration assemblies, Mothers' day, Fathers' day events, Sports days, PTA events, educational visits, subject coffee mornings, end of term displays for clubs and G&T events. We currently have parents who volunteer on a regular basis to hear children read and to do baking activities in the early years. Parents can also become involved through the PTA or become a parent governor. A good partnership between school and parents is vital as their child progresses through the school. We continue to keep parents informed about their child's education and progress, through meetings and parent's evenings.

This enables pupils, parents and staff to work closely together to learn about equality and inclusion, celebrating similarities and differences and developing our pupils to become well-rounded citizens with good British values.

### **Extended Schools**

#### **Pre-teaching sessions**

Teachers and TAs provide lessons before and after school for pupils in Year 2 upwards. The timetable changes throughout the year depending on staff availability. These lessons are to ensure that the pupils identified as needing support in their English, maths or handwriting, are invited to a block of 6 sessions to enable them to catch up with their peers and access the class lessons to a higher level. The aim is to close the gap in attainment and ensure that the pupils meet their targets.

#### **Breakfast Club**

We offer a 30 place from 7.30 in the morning. Pupils are served a range of hot and cold food and drinks (e.g. toast, juice, cereal, beans and spaghetti hoops) until 8.30am giving them a healthy and nutritious start to the day. Once the pupils have finished eating, they have a selection of games and activities to choose from until the start of the school day. This is a time for pupils to interact socially, developing co-operation and collaboration skills through games.

#### **Afterschool Clubs**

We have a wide variety of extra-curricular activities. These can vary from term to term depending on current interests and availability of staff. They run from 3.30 pm to 4.30 pm. There is a small charge from some clubs and others are free. The clubs that are currently running are: Cheerleading (Year 2 & 3), P.H Football (KS2), Multi Skills (Year 1 & 2), Choir (Year 3 – 6), Debate (Year 5 – 6), Multi Skills (Reception), Yoga/Dance (Reception), P.H Football (Year 2 – 3), 'Debutots' Drama (Year 1 – 2), Drama (Year 3 – 6).

### **School Council**

Our School Council is made up of 24 children. Each of the classes from Year 2 to 6 vote for a boy and a girl to be their class representatives. These pupils have a very important role to play in the school. These are some of the things they do:

- They meet regularly to discuss how to improve the school so that it is a happy and safe place for everyone to be. They talk to their classes and find out any problems the children may have at school or things they want to change in the school. These things are recorded in the class School Council books and then shared at our meetings. As a whole council, we discuss the issues and then try to think of solutions.
- Sometimes we have visitors to our school and then it is the School Council's responsibility to make the visitors feel welcome, to show them around and to help them during their visit.
- During the year the School Council choose some local, national and global charities to support. They vote on how to raise money for these charities through activities that are fun for everyone to get involved in. E.g. 2015/2016 we raised money for Newham City Farm and Sport Relief.

### **Equal Opportunities**

Our ethos at North Beckton is summed up in our school motto 'We All Belong'. Governors, staff, pupils, parents and the whole school community together reflect the diversity and inclusive nature of North Beckton. We ensure that everyone is given an equal opportunity to be involved in learning opportunities, SMSC activities and developing themselves to reach their full potential regardless of age, gender, ability/disability, race, religion or socio-economic background. It is everyone's right to have a good education and this is our expectation for all of our pupils.

If you would like further information or to discuss anything in this document then please make an appointment to speak to your child's class teacher or a member of the senior leadership team.