



St Leonard's Primary School Curriculum Policy 2019

"St Leonard's Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment."

Vision statement

'Where everyone is valued so together we can seek excellence'

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property:

Our Values

Caring

Resilient

Respectful

Reflective

Confident

Responsible

This policy should be read in conjunction with

- Teaching and learning policy.
- Marking and feedback policy

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within St Leonard's Primary School. The policy aims to take into account diversity and provide equality of opportunity. We offer *breadth* allowing opportunities to do the same things in a range of different ways. Providing children with so many different experiences. We offer *depth* of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also takes account of the agreed views of the stakeholders on the learning opportunities that they want our children to experience. It develops the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum will develop in order to take account of an ever-changing world. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners.

Our mission statement is '*Where everyone is valued so together we can seek excellence*'

These are the core values of our school, upon which we have based our

curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in St Leonards - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. We aim for St Leonards to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.

- To develop pupil's resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to be positive citizens in society.
- To enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- To deliver a curriculum that encourages respect for the environment and society.

Key Skills

We believe the following skills and attributes are key within pupil development, and these are promoted through our creative curriculum:

Skills

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

Attributes

- Try new things
- Work hard
- Concentrate
- Push themselves
- Imagine
- Improve
- Understand others
- Not give up

A thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.

St Leonard's Primary School has therefore developed a new thematic curriculum to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PHSE, British Values, Religious Education and SMSC.
Structure

The Thematic curriculum has the following structure:

- Half termly cross curricular topics for all year groups from KS1 and KS2
- Each topic is led by a different curriculum area (but most subjects will be taught each half term)
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum

Planning

New planning formats are being introduced as part of the new curriculum development. Planning for each topic should comprise of the following documents:

1) **Long Term Planning**

There is a whole school topic grid which shows the topics for all the classes in the school over the year.

Key Stage 1 and 2 - 2017 - 2018 Curriculum

| Year | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------|-------------------|------------------|---------------------------|-----------------|----------------|-------------------------|
| 1 | Dinosaur Roar! | Once Upon A Time | Amazing African Adventure | Looking for Leo | Shipwreck Ahoy | |
| 2 | Dinosaur Roar! | Once Upon A Time | Amazing African Adventure | Looking for Leo | Shipwreck Ahoy | |
| 3 | The Shang Dynasty | | Romans | | The Rainforest | |
| 4 | The Shang Dynasty | | Romans | | The Rainforest | |
| 5/6 | WWI | Vikings | New York | Dracula | Myans | Leisure & Entertainment |

Whole school:

A two-year rolling program within each phase:

- Year 1 & 2
- Year 3 & 4
- Year 5 & 6

St Leonard's Thematic Curriculum Policy January 2019

| KS1 | 1 ST YEAR | 2 ND YEAR | Y3/4 | 1 ST YEAR | 2 ND YEAR |
|-------|---------------------------|----------------------|-------|------------------------------------------------|-------------------------------------|
| AUT 1 | DINOSAUR ROAR | THE QUEEN'S KNICKERS | AUT 1 | Shang Dynasty (changed to China for 2019/2020) | Extreme Earth |
| AUT 2 | ONCE UPON A TIME... | POLAR EXPRESS | AUT 2 | | |
| SPR 1 | AMAZING AFRICAN ADVENTURE | MAGIC TOYBOX | SPR 1 | The Romans | The Railway (Industrial revolution) |
| SPR 2 | LOOKING FOR LEO | BLOOMING MARVELLOUS! | SPR 2 | | |
| SUM 1 | | | SUM 1 | The Rainforest | Egyptians |
| SUM 2 | SHIPWRECK AHoy! | BLAST OFF! | SUM 2 | | |

Year 5/6 - 2 year rolling topic programme

| | 1 st Year | 2 nd Year |
|-------|---------------------------|----------------------|
| Aut 1 | WW1 | Medieval England |
| Aut 2 | Vikings | WW2 |
| Spr 1 | New York | Victorians |
| Spr 2 | Dracula | Watercycle/Rivers |
| Sum 1 | Myans | Eastern Europe |
| Sum 2 | Leisure and Entertainment | Stone Age |

2) Half Termly

A detailed Topic Overview with learning objectives (LOs) and suggested activities

For each year group there is a detailed topic overview showing each half termly topic and the areas of learning covered. This plan also shows Key English texts, possible trips, key school events etc.

These are created by teachers and handed in to the Curriculum lead. They are also shared with parents on St Leonard's school website.

| Year 2 | | Year 3 | | Year 4 | | Year 5 | |
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| <p>Art: African sketching I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. Osaka art I can create a piece of art in response to a piece of text from another artist. I can suggest how artists have used colour, pattern and shape. I can mix paint to create all the secondary colours. I can create lines with paint. I can create lines with paint by adding white. I can create lines with paint by adding black.</p> <p>Design Technology: Make an African mask I can choose tools and materials and explain why I have chosen them. I can explain what went well with my work. Make fruit salad I can describe the ingredients I am using.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> Where is Africa? How many different countries can we name? Can we name human and physical features of Africa? Can we compare similarities and differences between Stafford and Kenya? Can we talk about an African animal in detail? Can we name some of the jobs which African children have to do? <p>History: Not taught this half term</p> | <p>Geography: Locate Africa on a map I can describe a place outside Europe using geographical words like beach, coast, forest, hill. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. Spend a day in the life of an African child who has to do jobs and compare to jobs children do at home in England. I can explain how jobs may be different in other locations. I can explain the facilities that a village, town and city may need and give reasons.</p> | <p>History Targets A Year 2 Historian I can use words and phrases like before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence. Geography Targets A Year 2 Geographer I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can name the world oceans and locate them on a map. I can describe some of the features of an island. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain how jobs may be different in other locations. I can explain how an area has been spoilt or improved and give my reasons. I can explain the facilities that a village, town and city may need and give reasons. I can name the continents of the world and locate them on a map.</p> | <p>Additional Links: SMBIC Comparing Research facts about Africa e.g. how many languages are spoken in Africa? Homework/Independent learning English-African holiday writing English-African Fruit Science-Animal fact file Geography-African country fact file and map Music- African music AHTT-draw/paint African animal Project-make a habitat for chosen African animal</p> | <p>Maths: Find the quickest flight Pack a suitcase to go to Africa and look at the weight of these items. Write the distance in words from African cities to other African cities African animal pictograms tables and tally charts</p> <p>Science: I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive. I can describe why exercise, a balanced diet and good hygiene are important for humans. I can ask simple scientific questions. I can identify and classify things.</p> | <p>English: Reading a variety of African stories: <i>Isabella, Surprise, Blackish Han, Bringing The Rain to Sadiq, Mama Ekechika</i> Parables as well as African folk tales. Talk about these stories, sequence and retell and make predictions about characters. Use information texts to retrieve information about Africa and African animals. Read and perform African animal poetry and riddles. Create a brochure on an African country as a chosen holiday destination. Write an interview set of questions for an African visitor.</p> <p>Visit: Supermarket visit to discuss growing of fruit African day with K11</p> | <p>I can name the world oceans and locate them on a map. I can name the capital cities of England, Wales, Scotland and Ireland. I can find where I live on a map of the United Kingdom.</p> <p>ESSENTIAL KNOWLEDGE</p> <ul style="list-style-type: none"> Recognise Africa as a continent Recognise the oceans surrounding Africa Name famous landmarks like Egyptian Pyramids, Mount Kilimanjaro and Victoria Falls Compare human and physical features between Stafford and Kenya Discuss jobs a child may have to do living in Africa before and after school and compare to children's jobs living in Stafford Use a source-observe, handle sources to answer questions about African artefacts Ask perspective questions to form a line of enquiry Talk about an African animal in detail: labelling, writing food chain Orally retell <i>Isabella, Surprise</i> Identify the differences between the ways of some children who live in Africa |

Launching the topic

A new topic will be introduced with a 'WOW' starter to engage the pupil's interest. This might include a series of stimulating images, an artwork, some music or a video clip.

English

Where possible links will be made with literacy genres linked to topics, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked to topics where appropriate for pupils and to support Maths learning.

Science

Science will be taught discretely but where possible, areas of Science will be linked to topics where appropriate for pupils and to support Science learning.

Foundation Subjects: History, Geography, Design Technology, Art

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross curricular links.

Music

Music is taught discretely and by specialists (Choir, recorders etc) and will not always be topic linked. Other aspects of the music curriculum (Listening to different types of music, using ICT to create music etc) might be a part of topic work.

PE

PE is taught discretely, following the separate PE scheme of work. Please see PE policy for details.

Religious Education

RE is a statutory part of the curriculum. The school will follow the Staffordshire Agreed Syllabus for RE.

SMSC

SMSC will be taught either discretely or within a topic depending on the needs of the pupils in each key stage. Each class will follow the JIGSAW approach which focuses on mindfulness. Please see the separate SMSC Curriculum Policy for more details.

ICT and Computing

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area.

Other elements of the wider ICT curriculum, will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Curriculum Planning in the Early Years

Early Years is currently taught following a system of Next Steps planning. This ensures that key milestones vital in children's development, are delivered at the point of requirement, rather than waiting for a particular theme or topic to come around. The Next Steps approach is also often more meaningful to children, as it evolves around them and their interests, instead of being prescribed for them. This helps to ensure greater levels of involvement and engagement, as per the Ferre Laevers' research. This does mean however, that it can often be more difficult to pinpoint when learning experiences are going to happen and also critically requires accurate tracking by practitioners, in order to ensure that coverage of the framework is complete.

In order to ensure that children are given broad and meaningful learning experiences, all children follow the statutory guidance for Early Years Education, within the birth to five framework and are assessed against Development Matters, as children progress towards the Early Learning Goals. Currently, the Early Learning Goals within the framework require that children develop skills within seven areas of learning. These are Communication and Language, Physical Development and Personal, Social and Emotional Development (Prime Areas); alongside Literacy, Maths, Understanding the World and Expressive Arts and Design (Specific). There are however, no requirements for specific subjects or topics to be taught, but rather that children have a wide variety of experiences, which are meaningful to their own development and growing understanding of the world around them.

In Nursery, the curriculum is planned from a common starting point - personal, social and emotional development and at St. Leonards'; we have chosen to use Jigsaw as the provocation for wider studies, which may evolve across the seven areas of learning. At this age, much of the learning grows from children's immediate experiences, skilfully developed by the practitioners who work with them. Teaching and Learning must include both indoor and outdoor environments.

In Reception, the curriculum is planned similarly; however in addition, we study specific subject areas, which develop key skills. These include RE (delivered as part of SACRE requirements for Primary Schools), the Physical Sciences, Botany, Zoology, Geography and Geology, in addition to Maths, Sensorial development (SSM) and Literacy. The structure of the teaching year remains fluid enough to ensure that we remain responsive to children's development and their own observations and interests. However, it would be usual for a programme to evolve such as:

Autumn - The changing world of Autumn and Winter.

Spring 1 - The emergence of Spring, observations of growing plants and the preparation for planting vegetables (chitting potatoes) - here we would naturally study Botany. This study will also include living plants within the classroom and teaching garden.

Spring 2 - As a development of the needs of plants as living things, we may also explore animals and their life cycles - here we would study Zoology. This study may well include real animals in visits and life within the classroom.

Summer 1 - Through their study of animals and plants and their origins children may begin a more in depth exploration of Geography, building on their knowledge of the continents of the world*.

Summer 2 - By studying further the Geography of our world, children may naturally progress to an exploration of different habitats and natural materials. This allows a focus on the Natural Sciences and Geology.

RE continues to be taught discreetly as part of SACRE and Jigsaw. Music and movement are also taught discreetly each week in order to develop security of skill development over a period of time.

*In addition as a Montessorian, it is my belief that children should study the wider world around them and the cultures that inhabit it. We therefore study the major continents through the year and make maps to support our developing knowledge of the world we can only imagine.

The teaching garden becomes a key aspect of children's education within this model. It allows children to witness growth and change which occurs naturally, but also consider how they can impact upon this themselves. Our outdoor learning is therefore a key provocation for much of our further exploration.

As we are dealing with many complex ideas in the above study, we would usually attempt to communicate and develop our ideas and knowledge through the medium of art. In line with the constructivist theory of "The Hundred Languages" (Malaguzzi), children develop key thinking, subject knowledge and expression of this awareness, through an artistic medium and at the same time continue to develop their key skills within art and design. We do not necessarily have an 'art lesson'.

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible.

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and Basic skills; guided reading and phonics.

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE etc

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils

to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week. Teachers can also hold creative days to cover a range of skills which can be progressed in one day and then visited again within the year.

Marking

Every piece of work is expected to be marked each day. Please refer to the feedback and marking policy.

Assessment

Teachers create 6 key questions at the beginning of planning to focus learning throughout their half termly topics using Blooms key questioning sheets. These questions are used throughout the topic to ascertain knowledge learnt by the children.

| Indian Spice | | | | | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 2 | | | | | |
| Solo Stages | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
| | Pre-Structural (No real understanding of the topic. Falls to grasp concepts) | Uni-structural (able to identify intended learning & follow simple instructions but limited knowledge) | Multi-structural (can perform & combine simple skills, but not independent in using strategies for learning) | Relational (with limited support: able to analyse/ apply/ compare & contrast/ explain & justify information gathered) | Extended abstract (fully independent in making connections between facts learned & able to reflect & draw conclusions) |
| Key Learning | With help I can find out some basic facts about India | I can use books (or multi-media) provided for me to discover facts about India | I know different ways of carrying out research & can sometimes do this without help. | I know how to analyse my findings about India & draw conclusions from them. | I can use all of the information I have learnt and researched about animals and their habitats to create a large visual presentation and draw on my own conclusions. |
| Assessment: | | | | | |
| What do I like about India? | I can use pictures to find out basic facts and talk about what I like about India. | I can use books, atlases and videos to talk about what I like about India. I can compare this to where I live. | I can use Books, atlases and videos to talk about what I like about India. I can compare this to where I live. | I can talk about what I like and don't like about India and compare this to where I live. | I can use all of the information I have learnt and researched about animals and their habitats to create a large visual presentation and draw on my own conclusions. This will include: • Where is India? • What do I like and not like about India and where I live? • What jobs do people do living in rural areas of India? • What jobs do people do living in city areas of India? • What animals live in the Indian rainforest? • What is life like for wealthy and poor children living in India? • What is the hygiene and diet like for children in wealthy and poor areas of India? |
| What is India like? | I need to describe India using geographical words given. | I can describe India using geographical words like village, coastline, beach, city | I can name human and physical features of India using geographical words | I can compare human and physical features of 2 different countries in India and describe the similarities and differences | |
| How do jobs differ between rural and city areas of India? | I need to know that there are different types of jobs depending on where people live in India. | I know that city jobs like being a dentist is very similar like going to the dentist in Stafford. | I can talk about how jobs are different in rural and city areas of India and the reasons why they are different. | I can compare similarities and differences between rural and city jobs in India and compare these to jobs in Stafford. | |
| What animals live in the Indian rainforest? | I can name some of the animals that live in the Indian rainforest. | I can talk about the habitat of the rainforest where Indian animals live | I can talk about the habitat, sources of food and the food chain of an Indian animal living in the rainforest. | I can compare similarities and differences between animals living in the Indian rainforest. | |
| What is life like for children in India? | I need to know that life is different for wealthy and poor children living in India. | I can find out life for wealthy child and a poor child living in India. | I can describe the living conditions, work, education and life for a wealthy and a poor child living in India. | I can explain similarities and differences between food chains in different habitats. | |
| What is the diet and hygiene like for people who live in India? | I need to know about the hygiene for people who live in India. | I know that living conditions are very different and affects diet and hygiene. | I can find out about diet and hygiene for a child living in India and tell my peers about it. | I can explain how diet, exercise and hygiene is different for wealthy and poor people in India. | |

Foundation subject leaders collect assessment information from class teachers at the end of every term. These assessment grids assess whether pupils are working below standards, emerging standards, at expected standards or above expected standards covered and analysed from the NC. Pupil's work will be assessed using existing AFL strategies.

Evaluating and updating the Thematic Curriculum

St Leonard's held Curriculum INSET training on January 3rd 2018. As this is a new way of working for the school, evaluating the Curriculum will be an ongoing process during staff training. We can change the way topics are approached and delivered as we see how it works in practice. Following this Curriculum review, the curriculum will be updated accordingly, thus ensuring that we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we

encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.

Global Learning

Teachers are currently undergoing training to bring *Global* dimension into their education. Learners will have the chance to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world.

By becoming a *GLP* school we hope to help children and young people recognise their responsibilities as citizens of the *Global* community. It will equip them with the skills to make informed decisions and take responsible actions.