

# Subject Summary

<u>Subject</u>	<u>Provision for More Able pupils across each Subject.</u>
<b>Writing</b>	<p style="text-align: center;"><b><u>Within Lessons:</u></b></p> <p><b><u>Extended pieces of writing-</u></b> It is clear that pupils are given time for extended pieces of writing with clear progression throughout the years.</p> <p><b><u>Reflections/Metacognitions</u></b> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><b><u>Can I still-</u></b> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills.</p> <p><b><u>Target sheets-</u></b> These are used to ensure children understand what they need to improve on. They have to show that they have completed their target 3 times in order for it to be 'reached' and a new target issued.</p> <p><b><u>Verbal Feedback:</u></b> Teachers and teaching assistants use verbal feedback to ensure that they work with every child in their class at least once a week. This enables the teacher to pick up on misconceptions immediately, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils.</p> <p><b><u>Peer Assessment-</u></b> Children are given the chance to help, support and challenge their peers with feedback about their writing work and give the next step that can be acted upon.</p> <p><b><u>Whole School Writing Topics:</u></b> Whole school books are chosen in order for writing to be cross-curricular. It is very effective and clear progression throughout the school is evident. Children are able to link work from other subjects to their writing.</p> <p style="text-align: center;"><b><u>Extra Provision</u></b></p> <p><b><u>Writer of the Week-</u></b> Each class teacher has the opportunity, each half term, to select pupils' best piece of writing. It is then placed into the school weekly newsletter.</p> <p><b><u>Press Gang-</u></b> The More Able Writers get together with the writing lead to create a school, termly, newspaper article discussing all of the school and global events that are currently taking place. They write their own articles and edit and up-level it with the support of the Subject lead. This is then shared to all staff, pupils and parents via our online website, facebook and email. It is also placed in classroom libraries.</p> <p><b><u>Own work for Libraries-</u></b> Exempla pieces of published writing, written by the children, are placed in classroom libraries (KS2) for other children to read and create reviews on.</p> <p><b><u>Competitions:</u></b> A termly writing competition is placed in the 'Press Gang' Article to encourage writing out-side of school hours.</p> <p><b><u>Handwriting and presentation Awards-</u></b> Teachers reward progress in handwriting and presentation using a criteria of certificates.</p>

	<p><b><u>Head Teachers Award-</u></b> These are frequently given out within assembly for children who have gone above and beyond.</p> <p><b><u>SDI (Same day interventions)-</u></b> Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.</p> <p><b><u>Tutoring-</u></b> Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.</p> <p><b><u>Century-</u></b> Allowing children to target specific areas of their writing.</p>
<p><b>Maths</b></p>	<p style="text-align: center;"><b><u>Within Lessons:</u></b></p> <p><b><u>Can I Still:</u></b> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous mathematical concepts learnt.</p> <p><b><u>Reflections/Metacognitions</u></b> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><b><u>Verbal Feedback:</u></b> Teachers and teaching assistants use the new marking and feedback policy to ensure that they work with every child in their class at least once a week. This enables the teacher to pick up on misconceptions immediately, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils.</p> <p><b><u>Peer Assessment-</u></b> Children are given the chance to help, support and challenge their peers with feedback about their maths and give the next step that can be acted upon.</p> <p><b><u>Mastery questions:</u></b> At the end of each lesson, children are given 'mastery' problem-solving questions which will challenge them to apply their learning in a different context. The mastery challenge extends thinking and questioning skills.</p> <p><b><u>Next steps focussing on key maths concept(s) being learnt:</u></b> Within a lesson/within a feedback session children receive next steps which challenge them on a key concept being learnt.</p> <p style="text-align: center;"><b><u>Extra Provision</u></b></p> <p><b><u>Headteacher awards:</u></b> Frequently given out in assembly for children who have gone above and beyond.</p> <p><b><u>STEAM Weeks:</u></b> STEAM weeks happen once every term to enable focused problem-solving and creative discussion and learning. This is linked cross-curricular.</p> <p><b><u>Online learning platform - Times Tables Rock Stars:</u></b> Children practise their times tables to support progress. Baseline test feature enables future sessions to be targeted to individual pupil needs. Badges awarded to pupils at three different achievement levels: Level 1 (2, 5 &amp; 10 times tables), Level 2 (3, 4, 6 &amp; 8 tables) and Level 3 (7, 9, 11 &amp; 12 tables). For those children who have mastered all three levels, there is a further 'rare' badge awarded to those pupils who are able to answer 60 questions correctly in 60 seconds.</p>

	<p><b>Competitions:</b> Year 5 children take part in an annual maths competition run by Herts for Learning.</p> <p><b>SDI (Same day interventions)-</b> Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.</p> <p><b>Tutoring-</b> Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.</p> <p><b>Century-</b> Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.</p> <p><b>Times table group-</b> offered to those in year 4 that are not quite on track to pass end of year 4 multiplication test</p> <p><b>Maths Club-</b> Y5 and Y6 are offered a lunchtime club, once a week, to support and increase their knowledge in maths using times table rockstars and tutoring.</p>
<p><b>Science</b></p>	<p style="text-align: center;"><b><u>Within lessons:</u></b></p> <p><b>Can I Still:</b> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills/scientific knowledge.</p> <p><b>Verbal Feedback:</b> Teachers and teaching assistants use the new marking and feedback policy to ensure that they work with every child in their class at least once per topic. This enables the teacher to pick up on misconceptions before an end of unit quiz, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils of all abilities.</p> <p><b>Peer assessment and discussion:</b> Children are given the chance to help, support and challenge their peers with feedback about their science learning and work together to address misconceptions and enhance discussion.</p> <p><b>Mastery questions:</b> At the end of each lesson, children are given a 'mastery question'/activity which will challenge them to apply their learning in a new context or explore a new area of that topic. The mastery challenge extends thinking and questioning skills.</p> <p><b>Next steps focussing on scientific skill:</b> Within a lesson/within a feedback session children receive next steps which challenge them on an area of working scientifically.</p> <p><b>Reflections/metacognition:</b> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><b>Extended questioning in Scientific discussion:</b> Teachers make use of the scientific handbook and Bloom's taxonomy questions to challenge and extend thinking for more able pupils, moving beyond the 'what' questions to extend 'why' thinking. Children are encouraged to ask questions of scientific content also.</p> <p><b>Exposure to high-level scientific vocabulary:</b> Children have knowledge organisers stuck in their books at the start of each topic which contain a list of high-level vocabulary specific to the topic. This is displayed on working walls to be used in discussions.</p>

	<p><b><u>Working scientifically stickers-</u></b> Stickers associated with scientific skills which are placed with the task when a pupil has 'Mastered' the skill.</p> <p style="text-align: center;"><b><u>Extra Provision:</u></b></p> <p><b><u>Mad Science Club:</u></b> Children are offered entry into Mad Science Club, where experiments and higher level scientific thinking is encouraged.</p> <p><b><u>Headteacher awards:</u></b> Frequently given out in assembly for children who have gone above and beyond.</p> <p><b><u>STEAM Weeks:</u></b> STEAM weeks happen once every term to enable focused problem-solving and creative discussion and learning. This is linked cross-curricular.</p> <p><b><u>Century-</u></b> Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.</p>
<p><b><u>Reading</u></b></p>	<p style="text-align: center;"><b><u>Within lessons:</u></b></p> <p><b><u>Reflections and metacognition -</u></b> daily reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.</p> <p><b><u>Reading Fluency-</u></b> echoing, to enhance emotion within reading to help children understand the text.</p> <p><b><u>VIPERS-</u></b> To allow children to access questions based on all areas of reading, to help identify areas of strength and areas that need improving.</p> <p><b><u>Teacher Guided Group-</u></b> Teachers and teaching assistants to enable misconceptions to be addressed immediately. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.</p> <p style="text-align: center;"><b><u>Extra provision</u></b></p> <p><b><u>Bookopoly-</u></b> A reading incentive for children to explore a different genre of book each week- reading medal to encourage participation for each class.</p> <p><b><u>12 reads by the end of the year-</u></b> 12 books are shown in class, with a range of genres, to challenge children to read by the end of the year.</p> <p><b><u>Century-</u></b> Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.</p> <p><b><u>Books and Biscuit Club-</u></b> Lunch time club to encourage children to come in and read a book and have a biscuit.</p> <p><b><u>World Book Day-</u></b> A whole school event where children celebrate pleasure for reading.</p> <p><b><u>Reading to another class-</u></b> Children visit other classes and read with them- more able children are given an opportunity to help and support other children.</p> <p><b><u>SDI (Same day interventions)-</u></b> Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.</p>

	<p><b><u>Tutoring-</u></b> Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.</p>
<p><b><u>Geography</u></b></p>	<p style="text-align: center;"><b><u>Within lessons</u></b></p> <p><b><u>Reflections and metacognition -</u></b> weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.</p> <p><b><u>Can I Still -</u></b> every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught.</p> <p><b><u>Curriculum sheets -</u></b> these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).</p> <p><b><u>Verbal feedback -</u></b> Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.</p> <p><b><u>Mastery -</u></b> Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question.</p> <p><b><u>Next steps -</u></b> Next steps are given most lessons either at end of task or during in order for them to improve, extend or edit their work. They relate to the task and will be an opportunity for children to independently extend their learning or work.</p> <p><b><u>Orienteering -</u></b> On school grounds we have set up an orienteering challenge which all age groups and abilities can use. This allows the children to explore their surroundings as well as build geography skills such as direction and map work. It is also a successful way of incorporating other subjects such as English and science as they have animals and letters on each plaque.</p> <p style="text-align: center;"><b><u>Extra provision</u></b></p> <p><b><u>Headteacher awards-</u></b> Headteacher awards are given out to children who complete outstanding work, showing they have used their geographical skills well and applied their knowledge successfully.</p> <p><b><u>Global goals -</u></b> Our global goals topic has really enhanced geography lessons this year. It allows children to explore and learn lots of exciting information about a country and its culture as well as share their knowledge and experiences from our own country.</p> <p><b><u>Homework -</u></b> Topic homework is set on Google classroom by teachers fortnightly. This encourages children to use their research skills and creativity to deepen their knowledge of areas of interest.</p> <p><b><u>Eco-Club-</u></b> Year 5 and Year 6 pupils are offered a place in our Eco-Club held once a week at lunchtime. A club dedicated to helping and encouraging the school and local community to look after our environment.</p>

# History

## Within lessons

Reflections and metacognition - weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson. Peer assessment carried out in lessons as appropriate.

Can I Still - every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught or Historical-related vocabulary.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary). Children refer to the curriculum sheets throughout the topic and use it as a working document (adding/amending throughout).

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Mastery - Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question. Mastery questions may encourage children to look for evidence to support their research and prompt further Historical questioning skills. Children are encouraged to link prior learning.

Next steps - next steps are given frequently either at the end of the task or during the lesson in order for the pupils to improve, extend or edit their work. Next steps promote a Historical curiosity, further questioning from the child and a deeper knowledge and understanding of both the topic and skills needed to be successful Historians.

## Extra provision

Trips- The History curriculum is enriched through trips, visitors and resources/artefacts from local museums. This extends children's knowledge. Trips are part of a learning sequence studying past, present, history within living memory. They learn to apply their knowledge over time and draw links between short and long term memory and different eras studied throughout the primary curriculum. Visitors coming into school to enhance learning and promote a deeper understanding of a topic.

Headteacher awards- Headteacher awards are given out to children who complete outstanding work, showing they have used their Historical skills well, shown outstanding cross-curricular learning (e.g. making models) and applied their knowledge successfully.

Homework - Topic homework is set on Google classroom by teachers fortnightly. This encourages children to use their research skills and creativity to deepen their knowledge of areas of interest.

Year group History Day- Different year groups are offered the opportunity to create a History day, displaying all of their excellent work related to their history topic that term, an event which we call a 'fantastic finish' where children get to dress up, talk about their topics is an event that parents are welcomed to.

## P.S.H.E

### Within lessons

Reflections and metacognition - weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.

Can I Still - every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Mastery - Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question.

Next steps - next steps are given most lessons either at end of task or during in order for them to improve, extend or edit their work. They relate to the task and will be an opportunity for children to independently extend their learning or work.

### Extra Provision

Young Carers club- Lunch time club for children who are carers completing weekly activities (Years 3-6).

Counsellor- School counsellor service for any children who are referred to talk to someone.

Well Being Champions - 1 from each class Y2-6, meet half termly and support other children's well-being including peer to peer support at lunchtime from Y4-6.

Friendship Cup- A friendship cup is given out in an assembly where a pupil has been exceptionally friendly to another pupil or adult.

Residential Trips- Overnight trip in year 4 and week long residential trip in year 6

<p><b>R.E</b></p>	<p style="text-align: center;"><b><u>Within Lessons</u></b></p> <p><b><u>Reflections and metacognition</u></b> - weekly reflections completed after the lesson to reflect on how the lesson went, thinking about any new knowledge they have attained, what they are proud of and what they could improve on next time. The children also think about what colour reflects their learning and how they felt during the lesson. (red, yellow, green and blue - (blue introduced to Y1 in Summer term)</p> <p><b><u>Can I still-</u></b> Can I Still question is on the learning slips for each lesson, this question reflects back to the previous lesson/lessons. Upper KS1 and KS2 reflect on this before the lesson and answer the question verbally or written in their books. Lower KS1 are asked verbally and the question is addressed.</p> <p><b><u>Curriculum sheets</u></b> - located in books before each new topic is introduced at the beginning of each term or half term. For use from students and teachers.</p> <p><b><u>Verbal feedback</u></b> - given to the children during each lesson either by the class teacher, teaching assistant or 1:1. Children can respond and answer any misconceptions from feedback and this can secure understanding further.</p> <p><b><u>Mastery</u></b> - Mastery task always available to stretch and challenge.</p> <p><b><u>Next steps</u></b> - Next Steps are given for KS2 at the end of the lesson. These can be completed independently or with a member of staff.</p> <p style="text-align: center;"><b><u>Extra Provision</u></b></p> <p><b><u>Yearly Church Visit-</u></b> Every year, at Christmas, the whole school visits St Nick's Church to participate in the Christmas service, our more able children are given the opportunity to read out hymns/prayers in the service.</p> <p><b><u>Visitors:</u></b> Year groups invite visitors in from places of worship to support the pupils in their learning. For example, Year 5 has a visit from a baptised Sikh (a Sikh who has been initiated into the Khalsa), who teaches them all about the Sikh religion. This is a great opportunity for pupils to ask in depth questions related to the religion of study.</p> <p><b><u>Trip-</u></b> Each year group visits a place of worship associated with their religious focus that term.</p>
<p><b>Computing</b></p>	<p style="text-align: center;"><b><u>Within Lessons:</u></b></p> <p><b><u>Cross-Curricular Application</u></b> - Many skills learned in Computing are applied in other lessons such as using graph drawing tools to present science results, applying learning on efficiently searching the internet to complete research tasks in foundation subject learning and then applying learning on creating presentations to showcase the results of said research.</p> <p><b><u>Curriculum sheets</u></b> - these are stored in a class folder and can be used by teachers as they see fit. They are intended for both students and teachers to read and deepen their understanding of the learning at hand. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).</p> <p><b><u>Verbal feedback</u></b> - given to the children during lessons either by the class teacher, teaching assistant or 1:1. Children can respond and answer any misconceptions from feedback and this can secure understanding further.</p> <p><b><u>Peer Support-</u></b> Children are given the chance to help, support and challenge their peers with computing tasks.</p>



	<p><b><u>Mastery</u></b> - Many tasks provided through the Purple Mash scheme are graduated into small chunks to help scaffold children's learning. The final chunk is typically an open-ended challenge to the student to apply the lesson's learning to a new context or to draw upon previous learning to add to the task at hand.</p> <p><b><u>Extended Questioning/Challenges</u></b> - Teachers provide additional challenges to pupils that complete lesson tasks that require them to demonstrate their ability to further apply the lesson's learning.</p> <p><b><u>Exposure to Technical Vocabulary</u></b> - Technical vocabulary is on display in all year groups and can be used to stimulate discussion and support recall.</p> <p style="text-align: center;"><b><u>Extra Provision</u></b></p> <p><b><u>Headteacher awards</u></b>- Headteacher awards are given out to children who complete outstanding work, showing they have used their computing skills well and applied their knowledge successfully. _Additional inspirational awards have been given for students that demonstrate their commitment by taking their skills out of school and then presenting the results back to staff.</p> <p><b><u>Safer Internet Week</u></b> - Children are annually given the chance to think deeply about a currently relevant topic and understand in an immediate way how they personally can help to contribute positively to the growing digital world.</p> <p><b><u>E-Safety Council</u></b> - Recently set up and intended to meet termly, this body of selected students exists to provide feedback from the students on the issues and difficulties that they face as citizens of our digital society. We will be supporting and extending lessons as needed to meet our community's needs.</p> <p><b><u>Typing Club</u></b>- To enhance and mastery typing skills (Years 4,5 and 6).</p> <p><b><u>Software- Century, purple mash, reading shed/eggs, times table rockstars.</u></b> - Online programmes to scaffold each pupil- focusing on their personal strengths and areas for development to master new skills.</p>
<p><b>P.E</b></p>	<p style="text-align: center;"><b><u>Within Lessons:</u></b></p> <p><b><u>Extension Tasks</u></b>- individualised for example- chest pass in a variety of physical settings opposed and unopposed.</p> <p><b><u>Individual specific physical targets</u></b>- which are given verbally through lessons depending on the sport type.</p> <p><b><u>Observation</u></b>- Opportunity to model good practice and observe and feedback on peer performance.</p> <p><b><u>Question and answers</u></b> - expectations for their answering and questioning is extremely high and asked to provide through detail.</p> <p><b><u>High modelling from More Able</u></b>- demonstrates to other peers- we take a time to highlight and celebrate what every child is achieving at the beginning of lessons- other children's aspirations.</p>

	<p style="text-align: center;"><b><u>Extra provision</u></b></p> <p><b><u>Clubs-</u></b> Variety depending on the term including football, gymnastic, mixed sport, cricket.</p> <p><b><u>After school Dance-</u></b> which is taught by a specialist dance teacher.</p> <p><b><u>Sporting Events-</u></b> A range of in school sporting events and activities for example year 3 are going to TAG rugby.</p> <p><b><u>Sports Ambassadors and house captains-</u></b> additional responsibilities, role modelling.</p> <p><b><u>Competitions-</u></b> virtually and face to face- football, rugby, cricket, athletics.</p> <p><b><u>Competitive fixtures-</u></b> football matches- results are recorded.</p> <p><b><u>Links to local sporting organisations /community-</u></b> stevenage sporting future, Sports Day.</p>
<p><b>Music</b></p>	<p style="text-align: center;"><b><u>Within Lessons:</u></b></p> <p><b><u>Specialised teaching-</u></b> Specialist music teacher supports and teaches Y3 recorders weekly. Also, a specialist steel pans teacher comes in weekly, to support and teach Y5 steel pans.</p> <p><b><u>Verbal feedback-</u></b> Pupils are given lots of verbal feedback within lessons to encourage musical improvements in their work and clarify any misunderstandings.</p> <p><b><u>Teacher and peer modelling-</u></b> Teacher demonstration and pupil imitation is frequently used and pupils are often given the opportunity to show their work to their peers.</p> <p><b><u>More able pupils and outcomes-</u></b> Scaffolding by outcome of the musical challenge. More able pupils are expected to produce work of a higher standard showing more musical understanding and creativity.</p> <p><b><u>Musical instruments-</u></b> The school has a range of musical instruments including: bells, triangles, cymbals, maracas, shakers, tambourines, hand drums, tuned percussion, recorders and steel pans.</p> <p style="text-align: center;"><b><u>Extra provision</u></b></p> <p><b><u>Peripatetic lessons for piano-</u></b> Individual piano lessons which enable pupils to learn and progress playing an instrument, with inclusive one-to-one tuition.</p> <p><b><u>Nurture music group-</u></b> a weekly 30-minute creative instrumental music session for a small group of pupils in Y6. These sessions are for pupils who are at risk of poor outcomes due to mental health, behaviour or general confidence difficulties.</p> <p><b><u>Choir -</u></b> A weekly choir club (Y4, 5 and 6,) is run by a specialist music teacher. The more able singers are encouraged to sing solo or in small groups at performances. The choir takes part in many events including- Young Voices concerts, Christmas performances and community singing,</p>

<p><b>French</b></p>	<p style="text-align: center;"><u>Within Lessons:</u></p> <p><u>Reflections/Metacognitions</u> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><u>Verbal feedback</u> - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.</p> <p><u>Curriculum sheets</u> - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).</p> <p><u>French bears(Year 3&amp;4)</u>- Children have a chance to learn about French culture/language by completing a range of activities at home with a French bear. This develops children's understanding of other cultures and the world around them.</p> <p><u>I can ... assessment grid</u> - Children complete their own assessment grid at the end of each teaching unit to help them reflect on what they have learnt and what they believe they can improve</p> <p style="text-align: center;"><u>Extra provision</u></p> <p><u>French Fridays</u>-every Friday children have an opportunity to learn and practise a new French word or a phrase.</p> <p><u>Whole school French Day</u> -Children participate in lots of activities that allow them to explore the French culture and language . Children develop a genuine interest and curiosity about learning a foreign language and deepen their understanding of other cultures and the world around them.</p>
<p><b>Art</b></p>	<p style="text-align: center;"><u>Within Lessons:</u></p> <p><u>Reflections and Metacognition</u> In each session children reflect on their learning thinking about what they are proud of, what they could improve on and how their learning links to other subjects and later life. They also choose a colour that best represents their learning in that lesson.</p> <p><u>Curriculum sheets</u> - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).</p> <p><u>Can I still-</u> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills.</p> <p><u>Whole School Topics:</u> Linked to writing topics based around a book</p> <p><u>Annotation and improvement-</u> MA children are asked to annotate their work and attempt their art piece again (if applicable) to try and improve specific areas.</p> <p style="text-align: center;"><u>Extra provision:</u></p> <p><u>School Gallery-</u> to showcase excellent examples of artwork.</p> <p><u>Whole school initiatives-</u> for example christmas cards that were printed into real cards, wrapping paper etc.</p>

**Art Club-** Afterschool club to enhance art skills (Years 4,5 and 6)

**School visitors -** We welcome in school visitors to support the provision of art. For example Y6 welcomed Mr Meana who is a street artist and taught the children street art in a fun and engaging way.