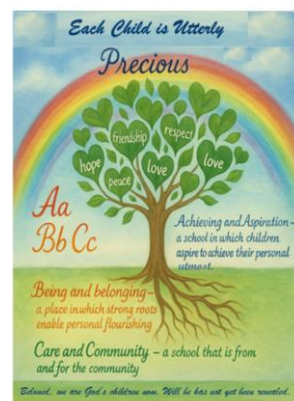
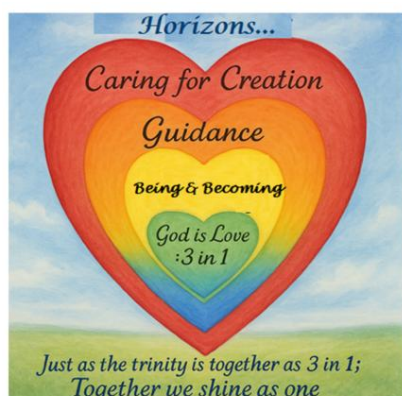


The Federation of Cowick & Pollington-Balne Church of England Primary Schools



Teaching & Learning Policy

Both our schools have a Christian Vision deeply rooted in the life and teachings of Jesus. We want our children to experience 'Life in its fullness' (John 10:10b) by providing an environment where independence, responsibility and respect for oneself and others, are nurtured. Life in all its fullness means that we live a varied and full life full of learning, growing, helping, reward, joy, excitement and caring for each other.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." – *Professor Dylan William*

Document Status			
Date of Next Review	September 2026	Responsibility	Curriculum
Date of Policy Creation	October 2025	Responsibility	Chair of Govs
Date of Governors' Meeting at which Policy Adopted		Responsibility	
Method of Communication	Website, Server	Signed	

Growing Stronger Together

Aims

This policy aims to:

- Create a culture of high expectations where children thrive, enjoy learning, and achieve success.
- Provide clarity for all staff about what excellent teaching and learning looks like, both across the schools and within subject specialisms.
- Ensure everyone in our community recognises that excellent teaching, learning, and a robust curriculum are the most powerful tools for achieving inclusion and equality.
- Equip staff with the skills and knowledge to identify gaps in learning and address them effectively through high-quality teaching.

Guiding Principles

At the Federation of Cowick & Pollington-Balne, our vision is that all our children will grow into loving, confident individuals who have a curiosity and enthusiasm for learning and aspirations to not only meet, but exceed their academic potential; underpinned by our strong Christian ethos as valued members in our communities. At school we aim to help each other to learn how to do this.

We believe:

- Education is transformational. Our role is to help all children succeed, whatever their starting point.
- Equality is not the same as equity. Some children will need additional support to achieve successful outcomes, and it is our duty to provide it.
- Barriers to learning must be removed. We work tirelessly to ensure that all pupils can access the curriculum and make progress.
- Relationships are fundamental. Positive relationships between staff and pupils underpin effective teaching, learning, and personal growth.

Responsibilities

Teachers will:

- Meet expectations set out in the Teachers' Standards and this policy.
- Plan and deliver high-quality lessons that follow agreed teaching strategies.
- Provide parents/carers with updates termly; including two consultation evenings each year and a written report.

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Support Staff will:

- Know pupils well and adapt support to their individual needs.
- Work flexibly and resourcefully to enhance teaching and learning.
- Meet the expectations outlined in this policy.

Subject Leaders will:

- Promote a well-sequenced, broad, and balanced curriculum that builds knowledge and skills.
- Ensure lessons are sequenced to enable progress and depth of understanding.
- Through collaboration with staff, resource, monitor and evaluate their subject effectively.
- Monitor pupil progress systematically and respond to areas of weakness.
- Share clear subject intentions and encourage collaboration, resource sharing, and good practice.

Senior Leaders will:

- Articulate a clear, ambitious vision for inclusive, high-quality education.
- Celebrate achievement while maintaining high expectations.
- Hold staff and pupils accountable for teaching and learning.
- Monitor, evaluate, and support strategies that secure high-quality provision.
- Manage resources, guide staff, and prioritise CPD opportunities to improve practice.
- Work with the team to identify quick intervention.

Governors will:

- Monitor the allocation of resources and funding to support teaching and learning.
- Hold leaders to account for implementation of this policy.
- Review the impact of strategies on pupil progress and outcomes.

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Children will:

- Be given the tools to follow the school rules and take responsibility for their behaviour and learning.
- Be expected to treat all in our school community (staff, pupils, visitors, etc.) with kindness and respect.

Parents and Carers will:

- Value learning and encourage their child as a learner.
- Ensure their child is ready to learn each day and attends regularly.
- Adhere to the Parent Code of Conduct.
- Support home learning and engage in discussions about progress.
- Communicate promptly with school to share relevant information.

Planning

- Planning is a process, not a product. It enables high-quality delivery and adapts as learning progresses.
- Teachers should prioritise what children need to learn (knowledge and skills) before deciding what they should do.

Teachers are expected to have the subject knowledge and pedagogy required to deliver high-quality lessons. Long-term planning is supported by schemes of learning, curriculum maps, and end points.

Short-term planning does not require detailed lesson plans, but weekly overviews should be accessible via the shared drive, showing progression across the week.

Teaching**High-Quality Teaching Strategies**

When scaffolded effectively, all children can access and succeed with challenging content. With adaptive teaching techniques, the following strategies are expected in most lessons:

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- **Challenge:** High expectations for all pupils regardless of their starting points. Children are encouraged to take learning risks, where resilience is developed.
- **Explanation:** Clear, simple, step-by-step instruction using Rosenshine principles for effective teaching with modelling and opportunities for metacognitive learning.
- **Modelling (I do):** Teachers demonstrate tasks, share thought processes aloud, and provide model answers.
- **Guided Practice (We do):** Scaffolded opportunities with worked examples, prompts, and questioning.
- **Independent Practice (You do):** Children practise new material purposefully, with scaffolds gradually removed.

Responsive Teaching

- Teachers should check for understanding continuously and adapt teaching accordingly.
- Strategies include:
 - Questioning (paired talk, targeted questions, whole-class responses).
 - Retrieval practice (regular recall of key facts/vocabulary to strengthen memory and oracy).
 - Effective feedback that is timely, actionable, specific, and leads to pupil progress.

Principles of Highly Effective Teaching and Learning

Lesson Structure (EEF evidence-based steps):

1. Activate prior knowledge
2. Explicit strategy instruction
3. Modelling
4. Metacognition and checking understanding
5. Guided practice
6. Independent practice
7. Structured reflection

Adaptive Teaching, Inclusivity and SEND (including SEMH)

Adaptive teaching is how teachers' scaffold, differentiate or adapt provision to ensure learners are being suitably supported and challenged with high expectations for all. In order to be fully inclusive, we adopt a number of strategies to support the learning of all individuals.

Scaffolding is applied to support learners all reach the same learning objective. Refer to additional guidance for exemplar strategies.

Sometimes, more traditional approaches to differentiation may be applied as appropriate.

Teaching must respond to the diverse needs of pupils. Different strategies may be used depending on attainment levels, but many approaches — such as scaffolding — are effective across multiple groups, including higher-attaining pupils.

Adaptive Strategies			
Colourful semantics Communicate and print Adaptive modelling Adult support Focused differentiation Communication friendly classroom	Scaffolding Small step modelling Extra 'You do, We do' loops Guided Adult support Manipulatives Sentence Stems	Flexible scaffolding Flexible support Foster independence Access to resources such as word banks, manipulatives, learning walls.	Additional challenge resource Application in varying contexts Focused differentiation.

Pupils with SEND

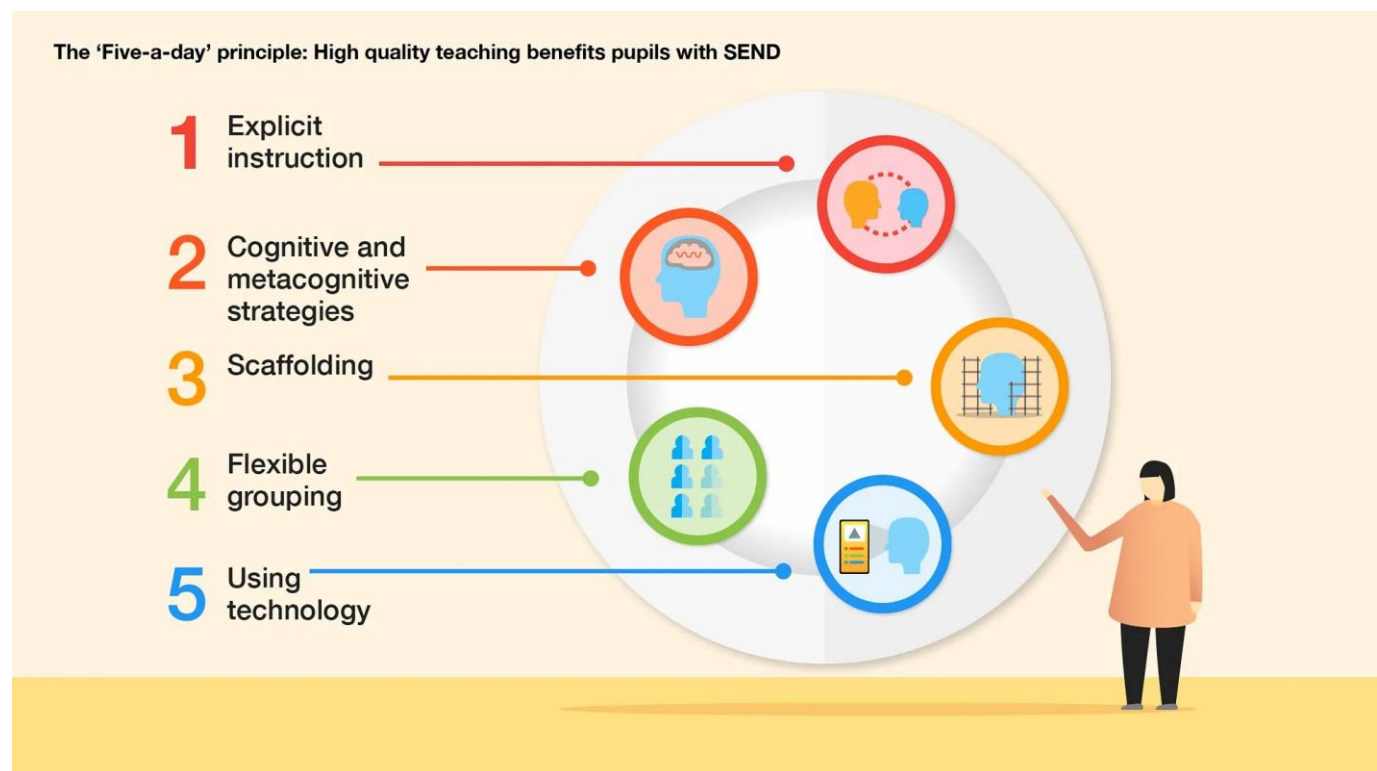
- Planning for pupils with SEND is an integral part of planning for all pupils.
- Our aim is not simply to give pupils *access* to the curriculum, but to adapt and reshape the curriculum so that all pupils are fully included.
- Personalised targets should inform planning, which may involve:
 - Breaking learning into smaller, achievable steps.
 - Providing additional or adapted resources.
 - Setting suitable challenges tailored to diverse needs.

We are committed to making reasonable adjustments where necessary, ensuring all pupils can progress and achieve.

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Our approach is underpinned by the EEF's "Five-a-Day" principles: adaptive teaching practices are *vital for some* but *valuable for all*.

- High-quality teaching is the first wave of intervention.
- Teachers must use knowledge of prior attainment, SEND profiles, and pupil data to adapt learning.
- Planning for SEND should include small steps, personalised targets, and reasonable adjustments.



Marking and Assessment

Marking and assessment has two purposes:

1. To provide feedback that helps children make progress.
2. To inform future planning and teaching.

Effective marking should be:

- Meaningful: focused on progress.
- Manageable: sustainable for staff workload.

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- Motivating: encourages pupils to act on feedback.

It should be noted that not all work requires written feedback. Refer to Marking and Feedback Policy.

The Learning Environment

Classrooms must:

- Promote safety, inclusion, and high expectations.
- Encourage active engagement, resilience, and a growth mindset.
- Establish clear routines and consistent behaviour expectations.
- Support misconceptions and use these as a tool for future learning.
- Build strong teacher–pupil relationships through positive behaviour management and a relational approach.

Creating the Conditions for Excellent Learning Behaviour

For excellent learning behaviour to flourish, classrooms must be places where every child feels safe, supported, and valued. Children learn best when they clearly understand what is expected of them, both in their work and in their behaviour.

All staff are expected to:

- Maintain consistently high expectations for all children in both learning and behaviour.
- Promote active engagement rather than passive compliance.
- Foster a growth mindset culture.
- Celebrate effort and perseverance.

All staff build positive relationships through effective behaviour management by:

- Greeting every child and making them feel welcome.
- Using positive framing to reinforce expectations and routines.

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- Giving meaningful praise and rewards (e.g. ClassDojo points, class rewards – refer to our Positive Behaviour & Relationships Policy).
- Having restorative conversations when needed.

Monitoring and Evaluation

Teaching and learning will be monitored through:

- Learning walks
- Book scrutiny
- Pupil progress meetings
- Pupil and staff voice

Monitoring aims to:

- Evaluate the quality of teaching across the schools.
- Track pupil progress.
- Identify staff training needs.
- Ensure high standards are maintained.

Continuing Professional Development (CPD)

- CPD is central to sustaining high-quality teaching.
- It should be:
 - Focused on Quality First Teaching.
 - Developmental and underpinned by Teacher Standards.
 - Research-informed and collaborative.
- Staff are expected to be reflective, open-minded, and proactive in developing their practice.

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Links with Other Policies

This policy should be read alongside:

- Assessment Policy
- Marking and Feedback Policy
- Positive Behaviour & Relationships Policy
- SEND Policy
- DfE Professional Standards for Teachers

Evidence of Excellence

Thinking About What Excellent Teaching Looks Like (One Page T & L Policy)

Planning

Planning is a process not a product. It is adaptable and teachers might need to change their planning as they move through a sequence of learning. It has one purpose; to enable high quality delivery which allows all children to learn.

All teachers need to be clear and precise about the knowledge/skills they want children to learn in every lesson.

Subject Knowledge

Teachers need to ensure that they have equipped themselves with the necessary subject knowledge and subject-specific pedagogy so they are of a high quality.

Classroom Management

Excellent teaching involves good classroom management. Both in terms of how behaviour is managed and how resources are used.

Learning in each lesson begins immediately, every minute matters.

Cognitive / metacognitive strategies

Excellent teaching draws on previous learning and use retrieval strategies to help ensure previous learning is sustained and built upon.

Adaptations

Adaptations for learning are deliberate adjustments to teaching, resources, or tasks that ensure every pupil – including those with additional needs - can access the curriculum, make progress, and achieve success.

Explicit Instruction

It is important that teachers, children, support staff are clear about the key learning that will take place in a lesson.

Teachers should make learning questions explicit to children. These should be shared early in the lesson and referred to.

Questioning

Excellent teaching will have a lesson that is presented clearly, with frequent opportunities to check for understanding (CFU) and uses a variety of questioning techniques.

High Expectations

Excellent teaching has high expectations of all children in terms of behaviour and achievement. There might need to be adaptations and support to meet them but we aim high for all children.

Modelling

Excellent teaching will ensure that children understand what they are expected to achieve.

This will involve frequent modelling (I do), guided practice (We do) and independent practice (you do). WAGOLLS are an important part of the modelling process and should be shared with children.

Assessment for Learning

Excellent teaching includes giving children feedback. Children need to know where they are, where they are going and how they will get there. Effective teachers integrate AFL in their lessons as a natural part of what they do. Teachers must move children forward when they are ready.

Making Children Think & Developing Oracy

Excellent teaching makes children think and offers different ways to practise their learning independent or group work

Using Technology – Technology used by teachers to model worked examples; aid pupils' learning; to practice and record their learning. For instance you might use class visualisers to share pupils' work.

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Evidence of Excellence

Reflecting on Teaching & Learning

Planning 	
Subject Knowledge 	
Classroom Management 	
Cognitive / metacognitive 	
Explicit Instruction 	
Adaptations 	
Questioning 	
Modelling 	
Using Technology 	
High Expectations 	
Thinking & Oracy 	

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.





Teaching and Learning Policy at a Glance.

Aims	Guiding Principles	Responsibilities
• High expectations so all children thrive • Clarity on excellent teaching • Curriculum as a tool for inclusion • Identify & close learning gaps	• Education is transformational • Equity, not just equality • Relationships matter most • Remove barriers to learning	• Teachers: deliver & assess • Support staff: adapt & support • Subject leaders: plan & resource • Senior leaders: vision & CPD • Children: take responsibility for learning • Parents: support learning • Governors: monitor impact
Teaching Strategies	Planning and Assessment	Learning Environment and CPD
• Challenge: high expectations • Explanation: clear & simple • Modelling: I do • Guided practice: We do • Independent practice: You do • Responsive teaching: adapt & check	• Plan for learning, not activities • Consider starting points & outcomes • Use schemes & maps • Feedback: Meaningful, Manageable, Motivating	• Safe, inclusive classrooms • Growth mindset culture • Positive routines & relationships • Homework: meaningful & linked • CPD: focused, developmental, research-informed

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Appendices:

- Art & Design
- Computing
- Design & Technology
- Geography
- History
- Maths
- MFL (French)
- Music
- Physical Education
- Phonics
- Religious Education and World Views
- Science

Appendix: Art and Design Subject Policy

Intent

At The Federation of Cowick and Pollington-Balne CE Primary Schools, we believe that all children should develop creativity, visual literacy, and a sense of self-expression through art and design. Our curriculum is designed to foster enjoyment, independence, risk-taking, discussion, skills and knowledge, investigation, decision-making, observation, and imagination. We make explicit links to COLA (Creative Outdoor Learning Activities) to enhance creative experiences. The art and design curriculum is tailored to the needs of our pupils, regularly reviewed, and ensures every pupil can make progress and achieve. Quality first teaching guarantees that disadvantaged pupils, pupils with SEND, and higher attaining pupils are provided with learning opportunities that enable them to succeed.

'Every child is an artist. The problem is how we remain an artist once we grow up'. – Pablo Picasso

Aims

- Develop secure knowledge and understanding of art and design, including local, national, and global artistic traditions.
- Understand key art and design concepts such as visual elements, techniques, materials, and processes.
- Foster enjoyment in art, independence, and risk-taking in creative work.
- Encourage pupils to discuss, make links, and reflect on their own and others' artistic outcomes.
- Build skills and knowledge in a range of media, investigating and making decisions in their creative process.
- Develop observation and imagination, enabling pupils to respond to the world around them.
- Build cultural capital through meaningful experiences and enquiry-based learning, including COLA.

Implementation

- Art and design is taught through enquiry-based and practical learning, encouraging pupils to think, question, investigate, and evaluate creative outcomes.
- A wide range of teaching strategies are used, including drawing, painting, sculpture, collage, printmaking, digital art, and mixed media.
- Teachers model the use of artistic vocabulary and critical thinking.
- Learning is made relevant through links to pupils' own experiences, current issues, and COLA activities.
- Pupils with SEND/SEMH needs are supported to access the art and design curriculum through adaptive teaching strategies.
- Lessons reflect the Federation Teaching Cycle: activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practice, and structured reflection (e.g., exit tickets, partner-talk, escape cards).

- Art and design drivers are embedded throughout: enjoying art; independence and risk-taking; discussing & making links; skills & knowledge; investigating & making decisions; observing and imagining.

Resources

- Children will have experience of using a range of resources: art materials, tools, images, books, and digital media to support engagement and understanding.
- Teachers make use of local art resources and virtual or physical visits to galleries, studios, and outdoor creative spaces (including COLA).
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.

Appendix: Computing Subject Policy

Subject Statement

At the Federation of Cowick and Pollington-Balne we aim to provide a computing education which enables the children the opportunity to find, explore, analyse, exchange and present information. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. We endeavour to build a computing curriculum that develops pupil's learning and results in gaining knowledge of the world around them. We endeavour that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms. The curriculum will allow children to have repeated practical experience of writing computer programs in order to solve such problems. Our intention is for our pupils to leave primary school well prepared to live life in an increasingly digital British society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Aims

At the Federation of Cowick and Pollington-Balne, we aim for the following:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world. Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

Implementation

Teaching Approaches

The Federation of Cowick and Pollington-Balne want all our children to be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. We want to ensure that children will have a secure and comprehensive knowledge of the implications of technology and digital systems and this is important in our society where technologies and trends are rapidly evolving. Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law, liberty and be mindful of their SMSC beliefs when using digital systems.

Curriculum

The Computing curriculum taught at the Federation of Cowick and Pollington-Balne is determined by the aims and objectives set out in the national curriculum. Some aspects of our curriculum have been developed in response to particular needs or interests that we feel will benefit the pupils of the Federation of Cowick and Pollington-Balne.

- The Computing curriculum follows the National Curriculum (2014) and is sequenced to ensure a clear progression of substantive and disciplinary knowledge and skills from EYF to Year 6.

Resources

To support the teaching and learning of Computing the following resources are used:

- *Discovery Education
- *Teach Computing
- * Education for a connected world

The School Business Manager has responsibility to ensure that the resources required for pupils are prepared, distributed and replenished accordingly. Some resources could be made available to support pupils to continue their learning at home. This is organised and monitored by The School Business Manager.

Appendix: Design & Technology Subject Policy

Intent

At The Federation of Cowick and Pollington-Balne CE Primary Schools, we believe that all children should develop creativity, problem-solving, and practical skills through Design & Technology (D&T). Our curriculum is designed to foster innovation, independence, technical knowledge, investigation, decision-making, and imagination. We make explicit links to the National Curriculum for Design & Technology, ensuring pupils experience designing, making, evaluating, and technical understanding. The D&T curriculum is tailored to the needs of our pupils, regularly reviewed, and ensures every pupil can make progress and achieve. Quality first teaching guarantees that disadvantaged pupils, pupils with SEND, and higher attaining pupils are provided with learning opportunities that enable them to succeed. Pupils are encouraged to take part in competitions, including Lego and building challenges, to further develop their skills and confidence.

Aims

- Develop secure knowledge and understanding of design and technology, including local, national, and global contexts.
- Understand key D&T concepts such as designing, making, evaluating, technical knowledge, and materials.
- Foster enjoyment in D&T, independence, and risk-taking in practical work.
- Encourage pupils to discuss, make links, and reflect on their own and others' design outcomes.
- Build skills and knowledge in a range of materials and tools, investigating and making decisions in their creative process.
- Develop observation and imagination, enabling pupils to respond to real-world problems and opportunities.
- Build cultural capital through meaningful experiences and enquiry-based learning, including participation in competitions such as Lego and building challenges.

Implementation

- Design & Technology is taught through enquiry-based and practical learning, encouraging pupils to think, question, investigate, and evaluate design outcomes.
- A wide range of teaching strategies are used, including designing, making, evaluating, prototyping, model-building, and digital design.
- Teachers model the use of technical vocabulary and critical thinking.
- Learning is made relevant through links to pupils' own experiences, current issues, and real-world challenges.
- Pupils with SEND/SEMH needs are supported to access the D&T curriculum through adaptive teaching strategies.
- Lessons reflect the Federation Teaching Cycle: activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practice, and structured reflection (e.g., exit tickets, partner-talk, escape cards).

- D&T drivers are embedded throughout: enjoyment; independence and risk-taking; discussing & making links; skills & knowledge; investigating & making decisions; observing and imagining.
- Pupils are encouraged to participate in competitions, including Lego and building challenges, to apply their skills in a collaborative and competitive environment.

Curriculum

- The Design & Technology curriculum follows the National Curriculum (2014) and is sequenced to ensure clear progression of substantive and disciplinary knowledge and skills from EYFS to Year 6.
- Each unit builds on prior learning, helping pupils to develop a technical framework and revisit key concepts over time.
- Cross-curricular links enrich learning and help pupils apply knowledge in context, including links to STEM subjects and competitions.
- Diversity and representation are embedded throughout, ensuring all pupils see themselves reflected in the curriculum.

Resources

- Children will have experience of using a range of resources: materials, tools, images, books, digital media, and construction kits (including Lego) to support engagement and understanding.
- Teachers make use of local D&T resources and virtual or physical visits to workshops, factories, and design studios.
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.

Health and Safety

- All activities, including fieldwork, handling resources, and educational visits, are risk-assessed in line with school policy and CLEAPSS guidance.
- Pupils are briefed on safe and respectful handling of resources and equipment.
- Safeguarding procedures are followed at all times, particularly during off-site visits and interactions with visitors.
- Staff are expected to consult CLEAPSS guidance for all practical activities and fieldwork to ensure compliance with national health and safety standards.

Appendix: Geography Subject Policy

'The more we learn about the natural world, the more we realise how much we need it – and how much it needs us' – Sir David Attenborough

Intent

At The Federation of Cowick and Pollington-Balne CE Primary Schools, we believe that all children should develop a sense of place, understand the diversity of environments and societies, and recognise their role within a changing world. Our geography curriculum is designed to foster curiosity, coherent knowledge, and understanding of local, national, and global geography. It is tailored to the needs of our pupils, regularly reviewed, and ensures every pupil can make progress and achieve. Quality first teaching guarantees that disadvantaged pupils, pupils with SEND, and higher attaining pupils are provided with learning opportunities that enable them to succeed.

Aims

- Develop secure knowledge of local, national, and global geography.
- Understand key geographical concepts such as location, place, scale, interdependence, and environmental change.
- Ask perceptive questions, think critically, and use evidence to form balanced geographical judgements.
- Appreciate the diversity of human and physical environments and recognise how people's actions shape the world.
- Build cultural capital through meaningful experiences and enquiry-based learning.

Implementation

- Geography is taught through enquiry-based learning, encouraging pupils to think, question, investigate, and evaluate evidence.
- A wide range of teaching strategies are used, including mapwork, fieldwork, visualisation, role play, data analysis, and research projects.
- Teachers model the use of geographical vocabulary and critical thinking.
- Learning is made relevant through links to pupils' own experiences and current environmental and social issues.
- Pupils with SEND/SEMH needs are supported to access the geography curriculum through adaptive teaching strategies.
- Lessons reflect the Federation Teaching Cycle: activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practice, and structured reflection (e.g., exit tickets, partner-talk, escape cards).

Curriculum

- The geography curriculum follows the National Curriculum (2014) and is sequenced to ensure clear progression of substantive and disciplinary knowledge and skills from EYFS to Year 6.
- Each unit builds on prior learning, helping pupils to develop a spatial framework and revisit key concepts over time.
- Cross-curricular links enrich learning and help pupils apply knowledge in context.

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- Diversity and representation are embedded throughout, ensuring all pupils see themselves reflected in the curriculum.

Resources

- Children will have experience of using a range of resources: maps, atlases, globes, images, books, and digital media to support engagement and understanding.
- Teachers make use of local geography resources and virtual or physical visits to geographical sites and environments.
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.

History

'People without the knowledge of their past history, origin and culture is like a tree without roots.' - **Marcus Garvey**

Intent

Subject Statement

At **The Federation of Cowick and Pollington-Balne CE Primary Schools** we believe that all children should understand the process of change, the diversity of societies and develop a sense of their own identity and the challenges of their time. (NC 2014). We want pupils to develop a curiosity for and coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum is designed based on the needs of our pupils and is reviewed regularly to ensure every pupil is given the opportunity to make progress and achieve. We use quality first teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve.

Aims

At **The Federation of Cowick and Pollington-Balne CE Primary Schools**, we aim for our children to:

- Develop a secure knowledge of local, British, and world history.
- Understand key historical concepts such as chronology, continuity and change, cause and consequence, and significance.
- Ask perceptive questions, think critically, and use evidence to form balanced judgements.
- Appreciate the diversity of human experience and recognise how people's lives and actions have contributed to the world we live in today.
- Build cultural capital through meaningful experiences and enquiry-based learning.

Implementation

Teaching Approaches

- History is taught through enquiry-based learning, encouraging pupils to think, question, investigate, and evaluate evidence.
- A wide range of teaching strategies are used, including storytelling, drama, role play, timelines, source analysis, and research projects.
- Teachers model the use of historical vocabulary and critical thinking.
- Learning is made relevant through links to pupils' own experiences and current issues where appropriate.
- Pupils with SEND/SEMH needs are supported to access the history curriculum through adaptive teaching strategies.
- In line with our Federation Teaching Cycle, lessons will mostly reflect the following structure: Activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practise, and structured reflection (e.g., exit tickets/partner-talk, escape cards).

Curriculum

Growing Stronger Together

- The History curriculum follows the National Curriculum (2014) and is sequenced to ensure clear progression of substantive and disciplinary knowledge and skills from EYFS to Year 6.
- Each unit builds on prior learning, helping pupils to develop a chronological framework and revisit key concepts over time.
- Cross-curricular links enrich learning and help pupils apply knowledge in context.
- Diversity and representation are embedded throughout, ensuring that all pupils see themselves reflected in the curriculum.

Resources

- Children will have experience of using a range of resources: artefacts, images, maps, books, and digital media support engagement and understanding.
- Teachers make use of local history resources and virtual or physical visits to historical sites and museums.
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.

Appendix : Mathematics Subject Policy

Intent

Subject Statement

The Federation of Cowick and Pollington-Balne CE Primary Schools recognises that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. A high-quality maths education provides a firm foundation for understanding how maths is used in everyday life and activities, developing pupils' ability to reason mathematically.

'Mathematics is the language with which God has written the universe' – Galileo Galilei

Aims

Through the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.
- An appreciation of the creative aspects of maths and an awareness of its aesthetic appeal.

Implementation

Teaching Approaches

Maths is taught at The Federation of Cowick and Pollington-Balne through the use of White Rose Maths, Numbersense **and other resources**.

In each year group/phase pupils are taught Maths to meet the aims and expectations of the national curriculum This provides them with the opportunity to gain the knowledge and skills required to be a successful learner and to have a thorough understanding of

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of mathematical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Collaborative work

- Problem-solving activities
- Classifying and grouping

Lessons will involve the use of a variety of sources, including data, statistics, graphs and charts.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

A maths mastery approach is taken to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts.

Focus is put on the development of deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

The school does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Early years' foundation stage statutory framework: For group and school-based providers' 2024.

Activities will provide pupils with the opportunity to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measurements.

All activities will adhere to the objectives set out in the framework.

Children will be taught how to:

- Count confidently.
- Develop a deep understanding of the numbers to 10.
- Understand the relationship between the numbers to 10 and the patterns within those numbers.
- Develop a secure base knowledge and vocabulary from which mastery of mathematics is built.
- Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

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- Develop positive attitudes and interests in mathematics.
- Look for patterns and relationships.
- Spot connections.
- Talk to adults and peers about what they notice and not be afraid to make mistakes.

Teaching staff will utilise the early learning goals (ELGs), which summarise the knowledge, skills and understanding that all children should have gained by the end of the EYFS. For the ELG for numbers, children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

For the ELG for numerical patterns, children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Alongside their peers, pupils with SEND are supported to access the maths curriculum. Pupils with SEND at the Federation of Cowick and Pollington-Balne each have individual support plans in place that determine how they should be supported in their learning. Where interventions or additional teaching opportunities are required, pupils' learning in maths is supplemented by tailored support to ensure they continue to access the curriculum in a way that is appropriate to them.

Curriculum

The maths curriculum taught at the Federation of Cowick and Pollington-Balne is determined by the aims and objectives set out in the national curriculum. Some aspects of our curriculum have been developed in response to particular needs or interests that we feel will benefit the pupils.

The below demonstrates the 'ready-to-progress' criteria across all year groups and is not exhaustive of everything children will learn through the curriculum.

In Year 1, pupils will be taught to:

Number and place value

- Count within 100, forwards and backwards, beginning with any number.

- Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.

Number facts

- Develop fluency in addition and subtraction facts within 10.
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple and count forwards and backwards through the odd numbers.

Addition and subtraction

- Read, write and interpret equations containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts.
- Compose numbers to 10 from two parts and partition numbers to 10 into parts, including recognising odd and even numbers.

Geometry

- Recognise and name common 2D and 3D shapes presented in different orientations and know that rectangles, triangles, cuboids and pyramids are not always similar to one another
- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

In Year 2, pupils will be taught to:

Number and place value

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

Number facts

- Secure fluency in addition and subtraction facts within 10 through continued practice.

Addition and subtraction

- Add and subtract across 10.
- Recognise the subtraction structure of 'difference' and answer questions of the form "How many more?"
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only 1s or only 10s to or from a two-digit number.

- Add and subtract within 100 by applying related one-digit addition and subtraction facts.
- Add and subtract any two-digit numbers.

Multiplication and division

- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations within a missing factor, and to division equations.

Geometry

- Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.

In Year 3, pupils will be taught to:

Number and place value

- Divide 100 into 2, 3, 5 and 10 equal parts and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.

Number facts

- Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- Recall multiplication facts and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Apply place-value knowledge to known additive and multiplicative number facts.

Addition and subtraction

- Calculate complements to 100.
- Add and subtract up to three-digit numbers using columnar methods.
- Manipulate the additive relationship:
 - Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure.

- Understand and use the commutative property of addition, and understand the related property for subtraction.

Multiplication and division

- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fractions

- Interpret and write proper fractions to represent one or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts.
- Reason about the location of any fraction within one in the linear number system.
- Add and subtract fractions with the same denominator, within one.

Geometry

- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Draw polygons by joining marked points and identify parallel and perpendicular sides.

In Year 4, pupils will be taught to:

Number and place value

- Know that 10 hundreds are equivalent to 1 thousand and that 1,000 is 10 times the size of 100 and apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in four-digit numbers using standard and non-standard partitioning.
- Reason about the location of any four-digit number in the linear number system including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

Number facts

- Recall multiplication and division facts up to 12 x 12 and recognise products in multiplication tables as multiples of the corresponding number.

- Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context.
- Apply place-value knowledge to known additive and multiplicative number facts.

Multiplication and division

- Multiply and divide whole numbers by 10 and 100 and understand this as equivalent to making a number 10 or 100 times the size.
- Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.
- Understand and apply the distributive property of multiplication.

Fractions

- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

Geometry

- Draw polygons, specified by coordinates in the first quadrant and translate within the first quadrant.
- Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal.
- Find the perimeter of regular and irregular polygons.
- Identify line symmetry in 2D shapes presented in different orientations.
- Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

In Year 5, pupils will be taught to:

Number and place value

- Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.01.

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- Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measures including using common decimals and fractions.

Number facts

- Secure fluency in multiplication table facts and corresponding division facts, through continues practice.
- Apply place-value knowledge to known additive and multiplicative number facts.

Multiplication and division

- Multiply and divide numbers by 10 and 100 and understand this as equivalent to making a number 10 or 100 times the size or 1 tenth or 1 hundredth times the size.
- Find factors and multiples of positive whole numbers, including common factors and common multiples and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to four digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.

Fractions

- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.

Geometry

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- Compare angles, estimate and measure angles in degrees and draw angles of a given size.
- Compare areas and calculate the area of rectangles using standard units.

In Year 6, pupils will be taught to:

Number and place value

- Understand the relationship between powers of 10 from 1 hundredth to 10 million and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size.
- Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
- Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system and round numbers, as appropriate, including in contexts.
- Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.

Addition, subtraction, multiplication and division

- Understand that 2 numbers can be related additively or multiplicatively and quantify additive and multiplicative relationships.
- Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships and place-value understanding.
- Solve problems involving ratio relationships.
- Solve problems with 2 unknowns.

Fractions

- Recognise when fractions can be simplified and use common factors to simplify fractions.
- Express fractions in a common denomination and use this to compare fractions that are similar in value.
- Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.

Lesson Structure

Maths lessons at the Federation of Cowick and Pollington-Balne follow an agreed structure.

It is expected that pupils' learning will be recorded through the use of books and sheets in folders. Some lessons may be recorded using photographs. Maths lessons take place daily in all year groups, with some year groups also participating in a Numbersense/Maths Mastery session

Resources

The subject leader is responsible for the management and maintenance of maths resources, as well as for liaising with the SBM in order to purchase further resources.

Maths resources will be stored centrally and, in each classroom, including calculators, rules and protractors.

Display walls may be utilised and updated regularly, in accordance with the area of maths being taught at the time.

Maths equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of maths equipment and resources on an annual basis.

Learning Environment

In line with other policies at the Federation of Cowick and Pollington-Balne, the learning environment in maths lessons incorporates hands-on activities, visual aids, and collaborative work in both indoor and outdoor spaces. To create a rich environment, use manipulatives like blocks and pattern blocks, arrange desks collaboratively, and display real-world applications of math through posters. Play-based learning with games and natural resources is also essential for developing a positive attitude and connecting concepts to real life.

Pupils are seated according to the activity to enable them to continue with expectations/opportunities.

Parental Engagement

To support the teaching and learning of maths at the Federation of Cowick and Pollington-Balne, parents/carers will:

- Support their child with maths work at home
- Attend parent consultations
- Attend parent workshops and maths drop in sessions

Appendix: Modern Foreign Languages (MFL) Subject Policy

'One language sets you in a corridor for life. Two languages open every door along the way'.
– Frank Smith

Intent

At The Federation of Cowick and Pollington-Balne CE Primary Schools, we believe that all children should develop linguistic skills, cultural awareness, and confidence in communicating in a foreign language. Our MFL curriculum is designed to foster curiosity, coherent knowledge, and understanding of French language and culture. It is tailored to the needs of our pupils, regularly reviewed, and ensures every pupil can make progress and achieve. Quality first teaching guarantees that disadvantaged pupils, pupils with SEND, and higher attaining pupils are provided with learning opportunities that enable them to succeed.

Aims

- Develop secure knowledge and understanding of French vocabulary, grammar, and pronunciation.
- Build confidence in speaking, listening, reading, and writing in French.
- Foster curiosity about languages and cultures beyond their own.
- Appreciate the diversity of cultures and recognise how language learning contributes to global citizenship.
- Build cultural capital through meaningful experiences and active language use.

Implementation

- French is taught from Year 3 to Year 6 using the iLanguages scheme of learning, adapted into a two-year cycle to meet the needs of mixed-age classes.
- Lessons are delivered through a range of interactive and engaging strategies, including songs, games, role play, stories, and digital resources.
- Teachers model accurate pronunciation, intonation, and use of French vocabulary.
- Learning is made relevant through links to pupils' own experiences and cultural events.
- Pupils with SEND/SEMH needs are supported to access the MFL curriculum through adaptive teaching strategies.
- Lessons reflect the Federation Teaching Cycle: activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practice, and structured reflection (e.g., exit tickets, partner-talk, escape cards).

Curriculum

- The MFL curriculum follows the National Curriculum (2014) for Languages and is sequenced to ensure clear progression of linguistic and cultural knowledge and skills from Year 3 to Year 6.
- Each unit builds on prior learning, helping pupils to develop a framework for language acquisition and revisit key concepts over time.
- Cross-curricular links enrich learning and help pupils apply language skills in context.
- Diversity and representation are embedded throughout, ensuring all pupils see themselves reflected in the curriculum.

Resources

- Children will have experience of using a range of resources: audio recordings, visual prompts, books, digital media, and authentic materials to support engagement and understanding.
- Teachers make use of cultural resources and virtual or physical visits to French-speaking events or environments where possible.
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.

Appendix: Music Subject Policy

Intent

Subject Statement

At the Federation of Cowick and Pollington-Balne C E Primary Schools we believe that all pupils should be given opportunities to explore, create and perform music confidently, developing their skills as expressive and imaginative musicians. We want pupils to develop a lifelong appreciation of music, understanding its power to inspire, connect and communicate across cultures and contexts. It is also important for our pupils to be given opportunities to experience a broad range of musical styles and traditions, including opportunities to perform, compose and listen critically to live and recorded music. Our curriculum is designed based on the needs of our pupils and is reviewed regularly to ensure every pupil is given the opportunity to make progress and achieve. We use Quality First Teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve.

'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything'. - Plato

Aims

At the Federation of Cowick and Pollington-Balne, we aim for the following:

- To provide a consistent, high-quality music curriculum that enables all children to make clear progress in their musical knowledge, skills and understanding.
- To develop pupils' confidence and creativity through performing, composing and listening, helping them to express themselves and enjoy making music with others.
- To nurture pupils' spiritual, moral, social and cultural development by exploring music from a range of times, places and traditions, promoting respect, inclusion and appreciation for diversity and British Values.
- To ensure all pupils, including those with SEND and from disadvantaged backgrounds, receive effective support and challenge so that they can access, participate and achieve success in music.

Implementation

Teaching Approaches

At the Federation of Cowick & Pollington-Balne, music is taught at through a range of approaches and resources, including the use of East Riding Music Service and the Sing Up curriculum scheme. Pupils learn to sing with control and expression, play tuned and untuned instruments, and compose and improvise using the interrelated dimensions of music. They develop listening and appraisal skills, exploring music from a range of cultures, styles and historical periods. Teaching is practical and engaging, allowing pupils to build knowledge and skills progressively through active participation and performance. Lessons are inclusive and adapted to support pupils with SEND, ensuring that all children can enjoy, access and achieve in music.

We teach Music on a 2-year cycle, ensuring the aims and expectations of the national curriculum are met. This provides our children with the opportunity to gain the knowledge

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and skills required to be a successful learner and to have a thorough understanding of Music.

Alongside their peers, pupils with SEND are supported to access the Music curriculum. Each pupil has an individual support plan that identifies the strategies and adaptations needed to help them succeed. These may include the use of simplified notation, visual prompts, pre-teaching of key vocabulary, or additional adult support during practical activities. Where extra intervention or targeted teaching is required, pupils' learning in Music is supplemented through small-group sessions or adapted resources provided by the East Riding Music Service and adapted Sing Up resources. This ensures all pupils can participate fully and make meaningful progress within an inclusive and supportive environment.

Curriculum

The Music curriculum taught at the Federation of Cowick and Pollington-Balne is determined by the aims and objectives set out in the national curriculum. Some aspects of our curriculum have been developed in response to particular needs or interests that we feel will benefit the pupils in our schools.

Lesson Structure

Music lessons across the federation follow a consistent and engaging structure to support clear learning and progression. Each session begins with sharing the learning objective so pupils understand the focus of the lesson. This is followed by a physical and vocal warm-up to prepare pupils for active participation. The main input introduces the key skills and knowledge needed for the session, such as rhythm work or body percussion, before moving into the main practical activity where pupils apply and develop these skills. Lessons conclude with a review, allowing pupils to reflect on what they have learned and celebrate their achievements.

Pupils' learning in Music at The Federation of Cowick & Pollington-Balne is recorded primarily through a floor book, which captures their experiences, ideas, compositions, performances, and reflections. Learning is also celebrated and shared informally through photographs, recordings, and Class Dojo posts, as well as through performances in school events and the wider community. These approaches provide a visible record of progress, celebrate achievements, and help to inspire pupils to continue developing their musical skills.

Resources

The music leads within the federation have responsibility for ensuring that all resources required for pupils are prepared, distributed and replenished as needed.

Regular audits will be carried out to monitor inventory levels, usage, and to conduct quality checks, ensuring that all resources remain available, appropriate, and in good condition for teaching and learning.

Parental Engagement

To support the teaching and learning of Music at Federation of Cowick and Pollington-Balne, parents/carers will:

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- Encourage and support their child to practice and engage with music activities at home, such as singing, playing instruments, or completing listening tasks.
- Attend school performances, workshops, or assemblies to celebrate pupils' musical progress and achievements.

Impact

Feedback, Marking and Assessment

At Cowick, at the end of each half term pupils are assessed using the Sing Up progression snapshot assessment grid to summarise pupils' musical development across key strands (singing, listening, performing, composing, etc.). Where music lessons have been provided by the East Riding Music Service, then an overview is provided to the Music Lead along with an assessment grid using the Federation skills progression.

Staff are expected to:

- Listen carefully to pupils during activities and provide clear, constructive verbal feedback to support progress.
- Use whole-class feedback approaches when appropriate, highlighting common strengths and areas for development.
- Record observations of pupils' progress and achievement to inform future planning and ensure continuity in learning.

Appendix : Physical Education (PE) Subject Policy

Intent

Subject Statement

Physical fitness is not only one of the most important parts to a healthy body, it is the basis of dynamic and intellectual activity' - JFK

At The Federation of Cowick & Pollington-Balne, Physical Education aims to develop children's physical competence, confidence, and enjoyment of movement. We provide a broad and engaging PE curriculum that encourages all pupils to be active, healthy, and resilient. Through a range of sports and physical activities, children learn key skills such as teamwork, fairness, and perseverance. Our intent is to instil a lifelong love of physical activity and an understanding of the importance of leading a healthy, active lifestyle.

Aims

At The Federation of Cowick & Pollington-Balne, we aim for the following:

- **Develop Physical Competence**

In line with the National Curriculum aim for pupils to "develop competence to excel in a broad range of physical activities," our PE curriculum supports all children, including those with SEND, to build coordination, balance, and control. Activities are adapted so that every child can achieve success and feel confident in their physical abilities.

- **Promote Health and Wellbeing**

Reflecting the aim to "lead healthy, active lives," we teach pupils the importance of exercise, nutrition, and wellbeing. Children learn how physical activity contributes to a healthy body and mind, helping them make informed lifestyle choices now and in the future.

- **Inclusion and Equal Access**

Supporting the National Curriculum's principle of entitlement for all, we ensure that PE is inclusive and accessible. Lessons are differentiated to meet the needs of all learners, including SEND pupils and those with varying physical abilities, so everyone can participate fully and progress at their own level.

- **Build Character and Social Skills**

Linked to the aim for pupils to "engage in competitive sports and activities," our curriculum develops teamwork, fairness, and respect through cooperative games and competition. Children learn to communicate effectively, celebrate others' successes, and demonstrate resilience and sportsmanship.

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- **Encourage Enjoyment and Lifelong Participation**

In support of the aim for pupils to “be physically active for sustained periods of time,” we provide enjoyable and varied experiences that promote a love of movement and physical activity. Our goal is to inspire all pupils to stay active and pursue sports and exercise beyond the school setting.

Implementation

Teaching Approaches

At The Federation of Cowick & Pollington-Balne, teaching in Physical Education is based on inclusive, engaging, and progressive approaches that promote enjoyment, exploration, and skill development for all pupils. Lessons include a balance of guided instruction, cooperative games, and opportunities for independent activities where children can apply and refine their skills. Teachers use adaptive teaching to cater for diverse abilities, ensuring that every child, including those with SEND, can participate meaningfully and experience success. Learning builds progressively upon previously taught skills, allowing pupils to gain confidence and resilience through challenge and practice. Movement is at the heart of every lesson, encouraging children to explore different ways of using their bodies, to be creative, and to develop control and coordination. Above all, our teaching promotes a love of physical activity, where enjoyment and perseverance are central to every child’s learning journey.

Curriculum

The Federation of Cowick & Pollington-Balne curriculum is guided by the aims and objectives outlined in the National Curriculum. In addition, certain elements have been thoughtfully developed to reflect the specific needs, interests, and strengths of our school communities, ensuring that all pupils benefit from a rich and relevant learning experience.

The information below outlines the curriculum topics covered within each year group and phase.

Lesson Structure

Physical Education lessons are carefully structured to meet the needs, abilities, and ages of all children. Each lesson typically includes a warm-up to prepare pupils physically and mentally for activity, followed by skill development through focused instruction, practice, and application in games or movement activities. Lessons conclude with a cool-down and reflection to consolidate learning and promote wellbeing. Activities are adapted to ensure that every child, regardless of ability, can participate fully, experience success, and continue to build confidence and enjoyment in physical activity.

Equipment and Health & Safety in Physical Education

A wide range of equipment is used in Primary PE to support skill development across games, gymnastics, dance, and athletics, in line with the National Curriculum. This includes balls, bats, mats, benches, cones, and other age-appropriate resources that encourage active learning and progression. All equipment is regularly checked and maintained to meet health and safety standards and is stored correctly to ensure a safe learning environment. The health and safety of both pupils and staff are paramount during all PE activities, with teachers conducting risk assessments, providing appropriate supervision, and ensuring that lessons are delivered in a safe, controlled, and supportive setting.

Feedback, Marking and Assessment in Physical Education

Assessment in PE is mainly observational and informal, with teachers monitoring pupils' progress through participation, discussion, and performance. Feedback is immediate and constructive, helping children understand how to improve their skills and effort. Formal marking is not used; progress is recorded through teacher observations and shared to celebrate success and set next steps.

Appendix: Phonics Policy

"The more that you read, the more things you will know. The more you learn, the more places you'll go." By Dr. Seuss.

"Reading is the gateway for children that makes all other learning possible." – Barack Obama

Intent

At the Federation of Cowick & Pollington-Balne, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling and blend sounds to read words. To ensure our children develop a strong phonic awareness and master effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Read, Write, Inc. produced by Ruth Miskin. Read Write Inc. ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Aims

Through the RWI Phonics program, our aim is to teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Implementation

The teaching of RWI phonics is consistent and the same progressive format is delivered in all classrooms and groups. Silent signals are used as a key tool to build rules and routines into

the sessions. RWI has some key principles that are also adhered to closely within our classrooms:

- Praise– Children learn quickly in a positive climate.
- Pace– Good pace is essential to the lesson.
- Purpose– Every part of the lesson has a specific purpose.
- Passion– This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation– A strong feature of R.W.I lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Daily phonics and reading lessons.

We teach phonics and reading as a 45 minute discrete lessons throughout the week. In Reception, we begin with 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.

At the start of the school year, children make a strong start in Reception where teaching begins in Week 2 of the Autumn term. We use Ruth Miskin's 'Making a Strong Start in Reception' progression document to ensure this phonics is planned and delivered with rigour and pace. This document explicitly maps out the expectation of the Autumn 1 term in Reception and how this is built upon during the rest of the year.

Teaching order of Read Write Inc Phonics Sounds

We begin, in Reception, by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know.

During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. In Read Write Inc phonics, the individual sounds are called 'speed sounds' – because we want children to read them effortlessly. Set 1 sounds are the single letter sounds as well as five set 1 special friend sounds (two letters that make one sound – digraphs).

They are taught in the following order; m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, qu, th, ng, ch, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound

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- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends) e.g. ay

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

Red Words

Children will also learn red words alongside their learning of the sounds above. These are introduced in a progression that matches the order they are introduced in the different coloured Read Write Inc books. The table below demonstrates this. Children learn that red words are words that require us to stop and think, we can't use our sounds to blend them and have to work hard to remember the tricky bits about them so we can remember to read and spell them accurately.

Teaching Reading

All children that are working through the Read Write Inc programme take part in 45-minute sessions throughout the week. The first part of this session follows the phonics session structure and then the session moves into the read with the corresponding colour book. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school.

Children are assessed every half term and grouped into phonics and reading groups based on this assessment, meaning they are grouped by stage and not age.

This ensures:

- all sessions are taught by a fully trained adult
- children are working with and reading phonics sounds that are securely matched to their current need
- regular assessment which allows us to progress children or identify any support required quickly
- we use books matched to the children's secure phonic knowledge, using the Read Write Inc half termly reading assessments and colour matching grids

Reading practice sessions focus on three key reading skills:

- decoding

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- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In the phonics lesson children continue to work as a base and practise daily reading of decodable 'green words' through Word Time sessions with adults within their team. Children don't begin reading Red Ditty books until they have learnt all of the Set 1 sounds and can blend fluently during Word Time sessions.

Children who are not yet decoding have daily additional blending practice in small groups, so that they learn can to blend and can begin to read decodable books.

Comprehension

At the Federation of Cowick & Pollington-Balne, we value reading as a crucial life skill. One of our utmost goals is that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have an Early Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Read Write Inc programme.

Home Reading

Decodable ditties and reading books are taken home to ensure success is shared with families. Matched phonics books are taken home after being read multiple times in school to ensure children can celebrate their reading at home. Parents will be regularly guided on how they can support their child with these books. Children keep this book at home for a week and are expected to read at least three times per week, with parents logging this in their child's reading record.

Children have the opportunity to take home library books that can be shared with family members.

We use the parent resources on the Read Write Inc website to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision. We do this by providing parents with supportive workshops as well as directing and guiding them to use our detailed support resources available on our website.

Ensuring consistency and pace of progress

Every phonics teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

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Throughout the Read Write Inc programme all children are tracked to allow teachers to quickly identify, after the half termly reading assessment, who is off track and who needs rapid support to keep up.

Teachers use lesson templates for each stage of the programme to ensure a consistent approach and structure is being delivered for each lesson, across all year groups.

The Reading Leader and SLT regularly monitor and observe teaching; they use the summative data provided by the half termly reading assessments to identify children who need additional support and have gaps in learning.

To ensure consistency and quality phonics teaching across the whole stream, regular practise sessions are held by the Reading Leader to provide focused and supportive training for all phonics teachers across the school. The content of these practise sessions is decided by the Reading Leader in response to regular coaching/monitoring learning walks throughout all groups.

Health and Safety

Health and safety in early reading and phonics is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring that the Federation of Cowick and Pollington-Balne complies with the Health and Safety at Work etc. Act 1974.

As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and to ensure that staff understand how to respond should an unexpected risk occur.

Parental Engagement

To support the teaching and learning of early reading and phonics at the Federation of Cowick and Pollington-Balne, parents/carers will:

- Support their child with reading and phonics at home
- Attend parent consultations
- Attend parent workshops and drop in sessions

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing support
- weekly, throughout teaching, to assess gaps, address these immediately and secure

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- fluency of GPCs, words, spellings and comprehension

Summative assessment is used:

- every half term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the tutoring support that may be required.
- by SLT and scrutinised through our own school's half termly assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support can be put into place.

Through both formative and summative assessment. Teachers receive analysis from the phonic assessment which highlights the gaps identified.

Adaptive teaching strategies are implemented to provide additional support. This is through the following:

- Quality First Teaching (QFT)

Before considering additional support beyond the classroom, class teachers firstly adapt their teaching in the following ways to ensure every child makes good progress:

Statutory Assessment

Children in Year 1 sit the Phonics Screening Check. It is administered during the summer term by a familiar adult. The check involves pupils reading 40 words- 20 real words and 20 pseudo words.

Any child not passing the check re-sits it in Year 2.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Early Reading and Phonics lead in conjunction with the Leadership Team and Executive Headteacher.

The Early Reading and Phonics lead monitors provision through phonics drop-ins, coaching sessions, pupil voice and data analysis.

Outcomes are used to inform CPD, curriculum development, and intervention strategies.

Progress and standards are reported to the Senior Leadership Team, Executive Headteacher and Governors.

This appendix will be reviewed biennially or following any significant curriculum or programme change (e.g., updates to Read Write Inc or National Curriculum guidance).

Appendix: Religious Education and World Views (RE) Subject Policy

'Be kind whenever possible. It is always possible' – Dalai Lama

'Our ability to reach unity in diversity will be the beauty and test of our civilisation' – Mahatma Gandhi

Intent

Our Religious Education curriculum at The Federation of Cowick and Pollington-Balne CE Primary Schools is designed to inspire curiosity, understanding, and respect for different faiths and beliefs, while firmly reflecting our Christian values and vision. Through exploring a range of religious and moral concepts, pupils develop knowledge, empathy, and a sense of responsibility, enabling them to make thoughtful, ethical decisions. The curriculum nurtures spiritual, moral, social, and cultural development, helping children to grow as compassionate, reflective, and confident individuals.

We follow the Hull and East Riding Agreed Syllabus and the Understanding Christianity framework, ensuring that our curriculum is broad, balanced, and relevant to the needs of our pupils and community.

Aims

- **Develop Knowledge and Understanding of Religion:** To help all pupils, including those with SEND, gain knowledge and understanding of Christianity and other major world religions, reflecting the National Curriculum aim to "enable pupils to investigate and reflect on some of the most fundamental questions asked by people."
- **Explore Beliefs, Values, and Practices:** To provide opportunities for pupils of all abilities to explore religious beliefs, teachings, and practices, encouraging respect for diversity and fostering understanding of how religion shapes individuals and communities.
- **Encourage Spiritual, Moral, Social, and Cultural Development:** In line with the National Curriculum, RE promotes pupils' spiritual, moral, social, and cultural development, helping them to reflect on their own values and beliefs while respecting those of others.
- **Develop Critical Thinking and Reflection:** To support pupils in asking questions, expressing ideas, and considering different viewpoints, building confidence in their own reflections while appreciating diverse perspectives, with activities adapted to meet a range of abilities and needs.
- **Foster Engagement and Enjoyment:** To inspire curiosity and enjoyment in learning about religion, ethics, and worldviews, ensuring all pupils, regardless of ability, can participate fully and meaningfully, developing empathy, tolerance, and a lifelong interest in exploring belief systems.

Implementation

- Religious Education is taught through a range of engaging and inclusive approaches that foster enjoyment, curiosity, and a sense of awe and wonder.
- Lessons combine direct instruction with opportunities for independent activities, exploration, and discussion, allowing pupils to reflect on ideas and develop their understanding at their own pace.

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- Teaching builds progressively on prior knowledge and skills, helping children gain confidence and resilience as they engage with increasingly complex concepts.
- Adaptive teaching ensures that activities are accessible to all pupils, including those with SEND and diverse abilities, so every child can participate meaningfully, explore different perspectives, and deepen their spiritual, moral, social, and cultural development.

Curriculum

- The curriculum is guided by the Hull and East Riding Agreed Syllabus for Religious Education and Understanding Christianity, alongside the aims and objectives set out in the National Curriculum.
- Our RE curriculum is rooted in our Christian values and vision, ensuring that pupils not only learn about Christianity and other world religions but also explore moral, spiritual, and cultural concepts that support their personal development.
- Curriculum topics are sequenced to build progressively from EYFS through Key Stage 2, with each unit building on prior learning and supporting the development of knowledge, understanding, and skills.
- Cross-curricular links enrich learning and help pupils apply religious concepts in context, supporting wider spiritual, moral, social, and cultural development.
- Diversity and representation are embedded throughout, ensuring all pupils see themselves reflected in the curriculum.

Lesson Structure

- Lessons combine teacher instruction with interactive activities such as games, discussions, and independent tasks, allowing pupils to build upon prior knowledge and develop skills progressively.
- Movement, role-play, and creative tasks are used to bring concepts to life, helping children reflect and express ideas in different ways.
- Teaching is adapted to meet the diverse abilities and needs of all pupils, including those with SEND, ensuring that every child can participate meaningfully, develop resilience, and gain confidence in their learning.

Resources

- Lessons use a wide range of resources to support learning about Christianity and other world religions, including books, artefacts, digital media, visual aids, and interactive materials.
- Resources are chosen to be inclusive, accurate, and respectful of all faiths, enabling children of all abilities to engage fully and develop a broad understanding of the diverse religious and cultural world around them.

Learning Environment

- Each classroom includes reflection areas that encourage pupils to pause, think, and engage with their spiritual, moral, and personal development.
- These spaces reflect our Christian values and school vision, supporting children to explore ideas, develop empathy, and make thoughtful decisions while fostering a sense of respect, responsibility, and community.

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Impact

Feedback, Marking and Assessment

- Pupils' learning is assessed against the Hull and East Riding Agreed Syllabus, Understanding Christianity criteria as well as the broader National Curriculum objectives. We assess substantive knowledge of religious and non-religious content and disciplinary knowledge through 3 lenses: Theology, Philosophy and Social Sciences.
- Teachers use ongoing, primarily observational assessment to evaluate pupils' knowledge, understanding, and skills, including their ability to reflect, ask questions, and make connections between religious concepts and their own experiences.

Appendix: Science Policy

Vision

 Science magic is happening in our classrooms! From hands-on experiments to mind-expanding discoveries, our young scientists are learning through doing. They're asking brilliant questions, building on what they know, and growing their scientific vocabulary - all while having a blast! Every pupil is part of this exciting journey, turning curiosity into knowledge one experiment at a time.

★ Who knows? Maybe we're nurturing the next Einstein or Marie Curie! ★

Intent

At The Federation of Cowick and Pollington-Balne CE Primary Schools, we believe that all children should develop a secure understanding of scientific concepts, processes, and the nature of scientific enquiry. Our science curriculum is designed to nurture curiosity, critical thinking, and coherent knowledge of the natural and physical world. The curriculum is tailored to the needs of our pupils, regularly reviewed, and ensures every pupil can make progress and achieve. Quality first teaching guarantees that disadvantaged pupils, pupils with SEND, and higher attaining pupils are provided with learning opportunities that enable them to succeed.

'The important thing is not to stop questioning. Curiosity has its own reason for existing' – Albert Einstein

At the federation of Cowick and Pollington-Balne, our top 5 outcomes for science:

- *Is accessible for all
- *Builds on prior learning
- *Promotes questions
- *Is based on practical experiences
- *Scientific specific language and facts

Aims

- Develop secure knowledge and understanding of biology, chemistry, and physics, including local, national, and global scientific contexts.
- Understand key scientific concepts such as observation, classification, prediction, fair testing, and evaluation.
- Ask perceptive questions, think critically, and use evidence to form balanced scientific judgements.
- Appreciate the diversity of scientific ideas and recognise how people's actions impact the world.
- Build cultural capital through meaningful experiences, enquiry-based learning, and engagement with industry and outreach partners.

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Implementation

- Science is taught through enquiry-based learning, encouraging pupils to think, question, investigate, and evaluate evidence.
- A wide range of teaching strategies are used, including practical investigations, discussion, role play, modelling, and research projects.
- Teachers model the use of scientific vocabulary and critical thinking.
- Learning is made relevant through links to pupils' own experiences, current issues, and local contexts.
- Pupils with SEND/SEMH needs are supported to access the science curriculum through adaptive teaching strategies.
- Lessons reflect the Federation Teaching Cycle: activation of prior knowledge (metacognition), explicit instruction, modelling, checking understanding, guided/independent practice, and structured reflection (e.g., exit tickets, partner-talk, escape cards).
- At Pollington-Balne, the science curriculum is supplemented with SNAP! materials; at Cowick, PLAN documents are used to support planning and assessment.
- Creative Outdoor Learning Activities (COLA) are integrated to enhance engagement and practical understanding.
- We work closely with outreach and industry partners, including Drax Power, to provide real-world scientific contexts and experiences.
- Educational visits and visitors are used to enrich learning and provide practical insights into science and its applications.

Curriculum Coverage

- The science curriculum follows the National Curriculum (2014) and is sequenced to ensure clear progression of substantive and disciplinary knowledge and skills from EYFS to Year 6.
- We operate a two-year cycle (A, B) to ensure coverage and progression for mixed-age classes, with all statutory content taught within the cycle. (We have a separate Aa, Bb cycle at Pollington-Balne to cater for mixed Y2/3 and Y4/5 classes).
- Each unit builds on prior learning, helping pupils to develop a framework for scientific understanding and revisit key concepts over time.
- Cross-curricular links enrich learning and help pupils apply knowledge in context.
- Diversity and representation are embedded throughout, ensuring all pupils see themselves reflected in the curriculum.
- Coverage includes biology (plants, animals, humans, habitats), chemistry (materials, properties, changes), physics (forces, energy, light, sound), and scientific enquiry (planning, observing, recording, evaluating).

Skills Progression

Year Group	Key Scientific Skills
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EYFS	Exploring, observing, describing, asking questions, simple predictions, using senses, sorting and grouping
Year 1	Observing closely, describing changes, classifying, asking simple questions, recording findings using drawings and charts
Year 2	Performing simple tests, identifying and classifying, using equipment, gathering and recording data, communicating findings
Year 3	Setting up simple comparative tests, making predictions, measuring accurately, recording results, drawing conclusions
Year 4	Planning investigations, using a range of equipment, identifying variables, interpreting data, reporting findings
Year 5	Designing fair tests, controlling variables, using scientific vocabulary, analysing results, evaluating methods
Year 6	Planning complex investigations, using secondary sources, synthesising information, drawing reasoned conclusions, evaluating evidence

Resources

- Children will have experience of using a range of resources: scientific equipment, images, books, digital media, and practical materials to support engagement and understanding.
- Teachers make use of local science resources and virtual or physical visits to scientific sites, environments, and museums.
- Resources are selected to be accurate, inclusive, and age-appropriate, reflecting a range of perspectives and experiences.
- CLEAPSS guidance is followed for all practical activities to ensure safety and compliance with national standards.

Health and Safety

- All activities, including practical investigations, handling resources, and educational visits, are risk-assessed in line with school policy and CLEAPSS guidance.
- Pupils are briefed on safe and respectful handling of resources and equipment.
- Safeguarding procedures are followed at all times, particularly during off-site visits and interactions with visitors.
- Staff are expected to consult CLEAPSS guidance for all practical activities to ensure compliance with national health and safety standards.