



Curriculum Handbook  
**St Barnabas and St  
Philip's School**





# English



# Intent

At SBSP, we want our children to leave us as speakers, readers and writers who are fluent and confident.

Children are inspired by a high-quality, structured, and creative curriculum so that they can communicate effectively. They understand that there are different purposes and audiences and can adapt the way they communicate. Children grow as passionate readers, where reading is used for different purposes - developing knowledge, widening understanding, and developing their imagination. They understand that reading is for pleasure and information, experiencing shared reading of a broad range of texts. Children will be motivated to read both inside of school, and outside due to the teachers shared passion.

Teachers will directly teach ambitious vocabulary drawn from texts read, and the wider curriculum. Children will be exposed to a wide vocabulary and use it with purpose. They have a strong understanding of grammar and transcription which enable them to be confident writers.

# Enrichment

SBSP offers pupils a wide range of experiences outside of the classroom environment. These opportunities are designed to develop pupils' vocabulary, communication, and range of experiences.

We make the most of our text choices, linking them to experiences inside and outside of school.

# Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. In addition to daily English lessons, children excel in early reading through the use of the RWI programme from reception – year 2. This is supported by Daily Support Reading and children then continue to develop a range of reading skills, as well as a love of reading through the Destination Reader programme.

We use a wide variety of quality texts and resources to motivate and inspire our children in their reading and writing, taking text choices from the CLPE Core Books, Power of Reading lists and The Literacy Tree.

# Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Reception to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular pupil voice.
- Subject monitoring including book looks and learning walks.
- External (cross borough) and internal moderation to ensure secure teacher judgements.
- Regular assessment with phonics and reading (minimum of half termly) to ensure our children are provided with appropriate challenge and support.
- Regular updates to the curriculum to incorporate a range of texts celebrating diversity.





# Mathematics



## Intent

At SBSP we believe that children should leave primary school as resilient and confident mathematicians with a deep understanding of the skills required to approach any maths problem.

We understand that a solid grasp of mathematics is essential in all aspects of life both in and beyond education. We want and expect our pupils to be successful, not only in school, but throughout their adult lives.

Through carefully planned lessons which follow the Inspire Maths scheme teachers make meaningful connections between content, with a high emphasis placed on understanding, exploration and enquiry.

As a result, our pupils are encouraged to use critical thinking to find solutions to problems, leading to greater depth within their maths sessions, enabling an easier transition to mastery.

## Enrichment

At SBSP we ensure that mathematics has a particular relevance for our students, and is not just a discrete school subject: it governs all our lives. We take every opportunity to explore relevant mathematical learning across the curriculum be it in ICT, Science, Geography, PE and even History lessons. Through this, pupils will begin to see the relevance of mathematics throughout their lives. An example would be making a graphical representation of findings in a science investigation and extrapolating the data to predict new information. Within maths lessons, all children are exposed to open-ended investigations which are presented through a real-life context. In their approach to these tasks, the children learn the invaluable life skills of collaborative planning and systematic working.

## Implementation

Mathematics at SBSP is planned and sequenced using the White Rose Maths Programme which provides everything needed to support a mastery approach to teaching and learning mathematics, and meet the higher expectations of the National Curriculum.

The scheme operates across the school using highly structured lessons and support materials leading to a continuity of approach which enhances the already good teaching happening in the school. This gives all pupils the opportunity to 'master maths' by building on previous learning from previous years, and within each school year, through which they are able to develop conceptual understanding.

## Impact

It is imperative that the children have a secure understanding of each mathematical concept before moving on. At SBSP we ensure that the children have mastered the maths in every lesson, by ensuring that teachers are expertly using assessment for learning, identifying and addressing any misconceptions as and when they arise so all children are ready to move on rather than being left behind.

Assessment is ongoing and data is collected regularly through which progress can be monitored. Any pupils seen to be struggling are given targeted support to enable accelerated progress while pupils who are making good progress will be given enrichment work pushing them towards greater depth.



# Science





## Intent

At SBSP, we encourage children to be inquisitive. The Science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

## Enrichment

Children are offered a wide range of purposeful extra-curricular activities: workshops, visits, trips and after school clubs to complement and broaden the curriculum.

## Implementation

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science.

- Through our planning, we include problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.

## Impact

Due to our successful approach to teaching Science, our pupils are engaged in a fun, high-quality Science education, that provides them with firm foundations for understanding the world. The pupils enjoy Science and this results in motivated learners with sound scientific understanding.

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain in each half-termly unit:

- regular feedback marking and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.



# Religious Education



## Intent

At SBSP we aim to enable all children to become religiously literate and to learn to live life in all its fullness through their study of RE. Through a systematic, enquiry- based approach to the teaching of RE, we aim to develop children's ability:

- to be critical thinkers,
- to engage critically with texts,
- to ask deep and meaningful questions,
- to make connections within and across religions and worldviews,
- to reflect, respond and express their own religious, spiritual and/or philosophical convictions and
- to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

Our teaching always aims to support and enhance the Christian vision of the school.

## Enrichment

We extend children's RE learning by providing them with a range of rich, memorable experiences, such as trips to churches and other places of worship and visits from religious people, including leaders. Art and drama are often used to engage children in learning, especially within the Enquire and Express steps.

## Implementation

**The learning process in RE at SBSP is based on four steps:**

**Enquire:** Engage with a big question which focuses on theology.

**Investigate/explore, for example by:** interpreting and analysing sacred text; using challenging and controversial questions; discussing; engaging with authentic religious believers; grappling with complex theological concepts, questions and issues

**Evaluate/communicate:** encourage dialogue about the learning. What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make?

**Reflect on/express:** What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response based on our knowledge and understanding?

## Impact

Children will be able to hold a balanced and well-informed conversation about religion and worldviews. Articulating their religious literacy. They will make good or better academic progress from their starting points. They will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions and make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

Children will have developed a deeper understanding of what it means to live life in all its fullness.





# Physical Education



## Intent

At SBSP, P.E. is an integral part of our curriculum. We believe that the subject inspires all pupils to succeed and excel in physically-demanding activities and helps them to become confident in a way which supports their health and fitness throughout their lives.

Therefore, we believe that our children should be physically active every day, whether through daily physical activity, P.E. lessons, breaktimes or extra-curricular activities. We also believe that children should have the opportunity to compete in sport and other activities, as this builds character and help to embed values such as team-work, fairness and respect. We adhere to the aims of the National Curriculum for physical education to ensure that all children: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

## Enrichment

At SBSP, we aim to provide a variety of sporting opportunities. We provide a range of PE-related activities for children during breaktime, lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas and specific sports. As well as sporting opportunities within the school community, the schools also enter partnership and county sporting events. These experiences allow for children to apply their sporting skills, develop team skills and learn how to play competitively.

## Implementation

P.E. is taught at SBSP as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught through a minimum of two PE sessions per week.

We teach lessons so that children: have fun and experience success in sport; have the opportunity to participate in P.E at their own level of development; secure and build on a range of skills; develop good sporting attitudes; understand basic rules; experience positive competition; learn in a safe environment; and have a foundation for lifelong physical activity, leaving primary school as physically active.

## Impact

In order to evaluate the impact and effectiveness of our curriculum, we support teachers in their understanding of the expectations of the National Curriculum so that they are confident assessing pupils in every session taught. We use regular CPD to ensure that staff have a clear understanding of pupils' next steps so they are able to plan and deliver lessons that respond to the individual needs of their pupils. Regular learning walks, pupil conferencing and lesson observations help our leaders maintain our high standards.





**Art and Design**

# Intent

It is our intention that our Art and design curriculum allows our pupils to express how they feel about our world through a wide range of skills that will engage, inspire and challenge them to appreciate human creativity throughout the past and into the present, equipping them with the knowledge and ability to experiment, invent and create their own works of art, craft and design.

As pupils make progress, they will be able to think critically and develop a deeper understanding of the main attributes of an artist or designer. We encourage our pupils to aim high through exciting learning experiences and quality teaching.

Through exploration, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the impact it has on everyday life both in the past and present.

# Enrichment

We aim to maximise children's art and design learning by providing them with a range of rich and memorable experiences and planned opportunities such as learning from expert artists or designers, participating in bespoke workshops, creating murals or visiting the wealth of galleries London has to offer. Working collaboratively with the local community, pupils gain an insight into joint ventures, working within industry and the local environment.

# Implementation

Art and design at SBSP is taught using a topic-based curriculum from the Early Years through to the end of Key Stage Two and aims to ensure that all our pupils:

- Are given a wealth of exciting experiences on which to base their own work.
- Are given a wide range of appropriate materials to use in order to create high quality works of art,craft and design.
- Are provided with opportunities to work in a supportive and collaborative learning space that fosters creative, experimental, and inventive-based learning.

Art and design leaders at SBSP ensure that teachers:

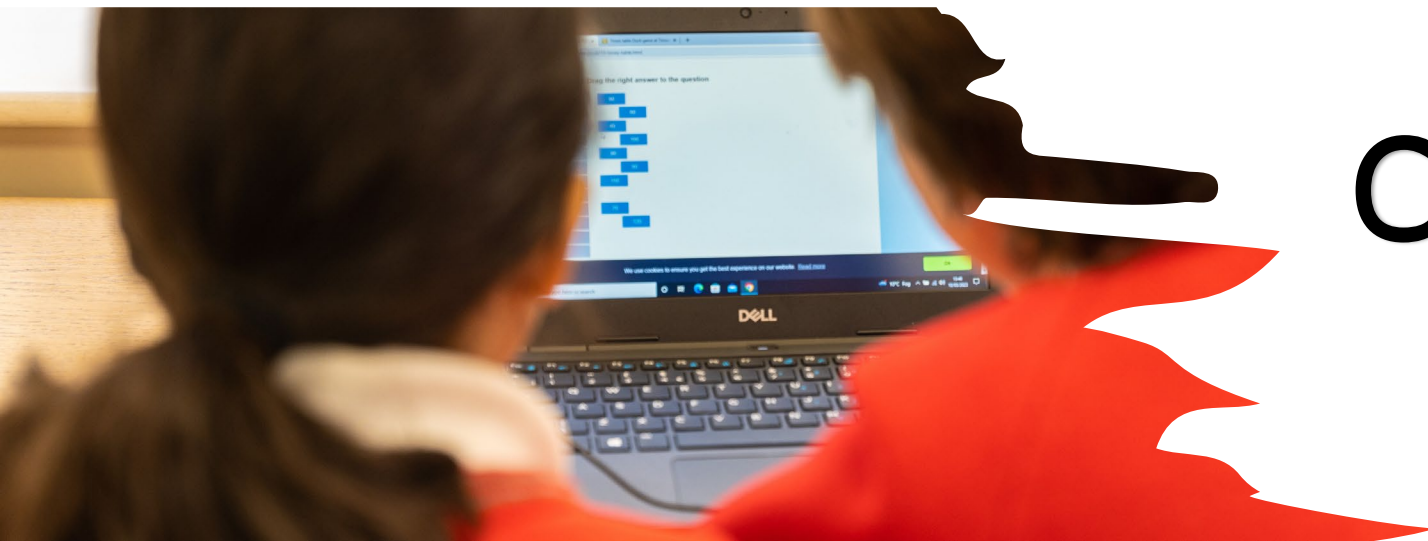
- That artwork given to the pupils matches the aims of the Art and Design curriculum and is coherently planned and sequenced.
- Teachers present content clearly, promoting appropriate discussion and ensuring pupils can evaluate the work of world artists and designers studied.
- Teachers check pupils' understanding of how to use art and design as a means of self-expression, identify misconceptions and giving clear feedback.

# Impact

We use a range of strategies to evaluate the knowledge, skills and understanding that our children gain in each half-termly unit:

- CPD to ensure that our teachers feel secure in their teaching and assessment.
- Regular feedback, marking and pupil voice feedback to our pupils.
- Subject monitoring, including monitoring the use of individual scrap/sketch books to evaluate the knowledge, skills and understanding pupils have developed over each half term.
- The use of displays around the school and in class to evidence and celebrate work done over the year.





# Computing

## Intent

The computing curriculum at SBSP is designed to progressively develop children's skills in computing. This takes place through combining both cross-curricular and discretely taught lessons.

We aim to develop children's computational thinking skills, knowledge of computer science concepts and application of digital literacy skills. Our children use information technology to create digital content that enables them to express themselves and develop their ideas as active participants in a digital world. Underpinning our approach is a commitment to the teaching of how to use technology safely and respectfully. Learning and teaching within the computing curriculum empowers children to become digitally confident in their daily lives which helps to prepare them to become independent users of technology beyond the classroom.

## Enrichment

Our children are given many enriching opportunities as part of the wider computing curriculum. Our Computing after-school club provides an opportunity for children with added interest in computer science to further pursue their passions.

## Implementation

Teachers at SBSP plan engaging learning experiences that develop digital understanding and reasoning.

We have designed a computing curriculum that creates opportunities for skills to be applied across a wider range of subjects, giving pupils ample opportunities to practise and refine their skills. We use the 'Purple Mash' and 'ilearn2' programmes to support the computing curriculum we deliver.

This ensures that there is a progression of knowledge and skills that the children can build on each year within the computer science aspects of the curriculum.

## Impact

Teachers' high expectations, enthusiasm and passion about computing inspire and motivate pupils. As a result, pupils demonstrate excellent understanding of important concepts in all three strands of the computing curriculum and are able to make connections within the subject. They have highly developed transferable knowledge, skills and understanding.

Teaching and learning empower pupils to be content creators, not just content consumers.

Pupils across the school show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in computing.





Music



## Intent

At SBSP the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our aim at is to develop a curiosity for the subject, as well as an understanding and acceptance of the importance of all types of music.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

We believe that every child should have the opportunity to develop their musical potential and we intend to nurture and encourage musical development across our school.

## Implementation

Music at SBSP is planned and sequenced in conjunction with the tri-borough music hub, a high-quality music scheme. This teaches the elements of music and ensures children sing, listen, play, perform and evaluate.

This is then embedded in classroom activities as well as weekly singing assemblies and performances. Children will also be given the opportunity to learn how to play musical instruments.

Music lessons are taught in the classroom, often by a Music Specialist, so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards.

Children understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Composing or performing using body percussion and vocal sounds is also part of our curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

## Impact

## Enrichment

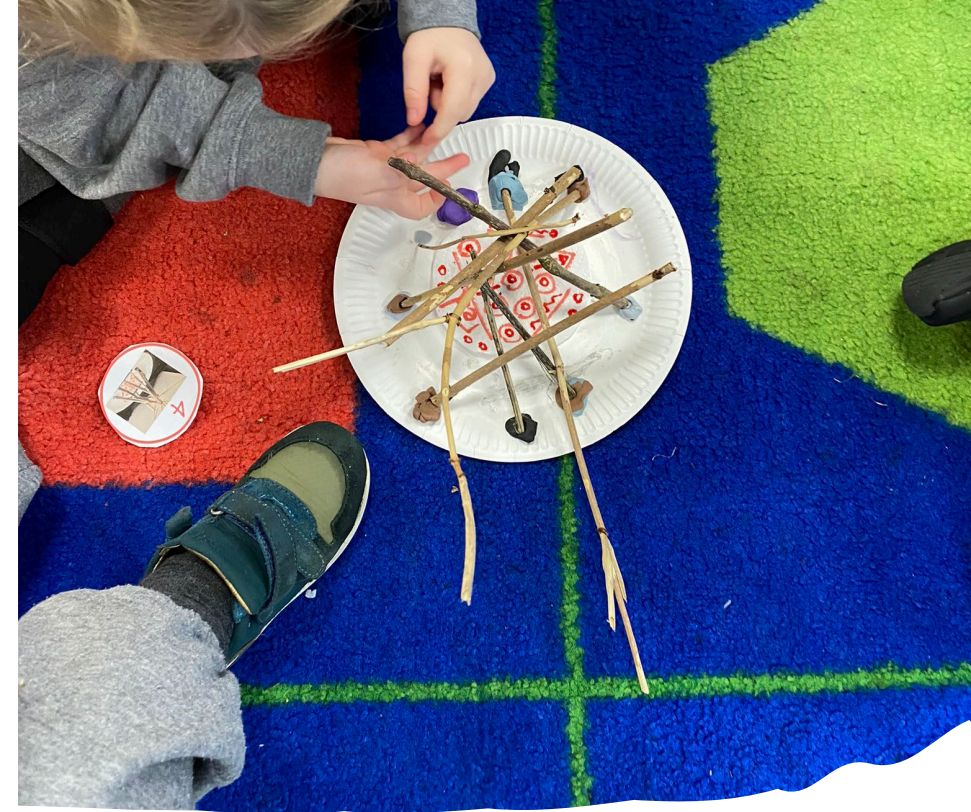
To maximise children's learning SBSP offer a range of activities out of the classroom environment. We love to sing and perform throughout the school year including Carol Concerts across the school, Christmas Nativities and singing at both St Barnabas and St Philip's Churches. This is supported by a weekly school choir that develops children's enthusiasm and experience of music.

Our Music curriculum allows children to discover areas of strength as well as areas they want to improve on.

Music will also develop an understanding of culture and history, both in relation our children individually, as well as ethnicities from across the world.

Children gain a love of music and will have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.





# Design and Technology



# Intent

It is our intention that our Design and Technology curriculum allows our pupils to express how they feel about our world through a wide range of skills that will engage, inspire and challenge them to appreciate human creativity throughout the past and into the present, equipping them with the knowledge and ability to experiment, invent and create their own works of art, craft and design.

As pupils make progress, they will be able to think critically and develop a deeper understanding of the main attributes of a designer or architect. We encourage our pupils to aim high through exciting learning experiences and quality teaching.

Through exploration, our pupils will know how design and technology both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the impact it has on everyday life both in the past and present.

# Enrichment

We aim to maximise children's design and technology learning by providing them with a range of rich and memorable experiences and planned opportunities such as learning from expert designers, participating in bespoke workshops or visiting the wealth of architectural wonders that London has to offer. Working collaboratively with the local community, pupils gain an insight into joint ventures, working within industry and the local environment.

# Implementation

The curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in these three different areas once a year.

In 'cook' students learn to cook from recipes which gradually build basic culinary skills, culminating in year six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures. Each five hour block of work is split into two, two and a half-hour sessions. In each session the children cook from one recipe.

In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

# Impact

We use a range of strategies to evaluate the knowledge, skills and understanding that our children gain in each half-termly unit:

- CPD to ensure that our teachers feel secure in their teaching and assessment.
- Regular feedback, marking and pupil voice feedback to our pupils.
- Subject monitoring, including monitoring the use of individual scrap/sketch books to evaluate the knowledge, skills and understanding pupils have developed over each half term.
- The use of displays around the school and in class to evidence and celebrate work done over the year.





**Personal, Social and  
Emotional Health  
(PSHE)**

## Intent

The PSHE curriculum at SBSP develops the resilience, focus, enquiry and creativity of pupils in order to prepare them to face the challenges that life presents. Pupils are taught about making positive choices and positive choices are recognised and rewarded regularly. Building positive and respectful relationships with those around you is central to the way in which our schools create a strong, supportive school community. Our teachers set out to instil a strong sense of empathy in the pupils by starting from a position of empathy themselves. We seek to understand the challenges that pupils face as a way of building their resilience through positive reinforcement of their successes, achievements and individuality. We aim to give pupils a genuine sense of their place in the world, both on a local level, a national level and, ultimately as part of a global community.

## Enrichment

Our enriched curriculum offers pupils a wide range of opportunities to develop into responsible, well-rounded citizens through inspirational visits and visitors, regular sharing assemblies and parent workshops. We also undertake projects across the school that tap into issues and concerns and engage the whole school community such as climate change, food poverty and sustainable consumption.

## Implementation

The PSHE curriculum is delivered through a combination of dedicated PSHE lessons, assemblies and enrichment opportunities. The values that we believe in are constantly reinforced through our positive behaviour system and through the planning of engaging sequences of learning that link to issues in the world and in our communities. Jigsaw is used as a tool to develop children's ability to talk about the issues impacting both themselves and the world around them. In addition to this Jigsaw gives children the tools and opportunity to voice their own thoughts and emotions creating positive mental health outcomes throughout the school. Many of the texts that pupils' study are chosen to elicit discussions about the emotions of characters as a way into pupils being able to discuss their own issues and concerns.

## Impact

The impact of our enriched PSHE provision is the development of well-rounded pupils with a strong sense of ethics and values. Pupils at SBSP understand the importance of positive interaction with all members of the school community and the responsibility that we all share to create a harmonious and purposeful environment. The positive behaviour system has instilled a strong sense of what it means to be a good learner and a positive member of the school community. By tapping into issues in the world, our pupils can also see the wider impact that they can have through their voices and actions.





**French**

# Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children’s curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

At SBSP:

Children have weekly lessons in French throughout Key Stage 1 and Key Stage 2, using the resources and units of work from Junior Jam’s French, in addition to other resources. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave SBSP, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

# Enrichment

Our enriched curriculum offers pupils a wide range of opportunities to be immersed in culture through inspirational visits and visitors, themed days and parent workshops.

# Implementation

In line with the National Curriculum for MFL, pupils at SBSP are taught to:

- 1.listen attentively to spoken language and show understanding by joining in and responding
- 2.explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 3.engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 4.speak in sentences, using familiar vocabulary, phrases and basic language structures
- 5.develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- 6.present ideas and information orally to a range of audiences
- 7.read carefully and show understanding of words, phrases and simple writing
- 8.appreciate stories, songs, poems and rhymes in the language
- 9.broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 10.write phrases from memory, and adapt these to create new sentences, to express ideas clear
- 11.describe people, places, things and actions orally and in writing
- 12.understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

This is done through a weekly French lesson, taught by a specialist teacher.

# Impact

- We measure the impact of our curriculum through the following methods:
- Observing children speaking and listening in another language.
  - Marking of written work.
  - Images and videos of children completing speaking and listening activities.
  - Interviewing the pupils about their learning (pupil voice).
  - Moderation staff meetings where pupil’s work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
  - Annual reporting of standards across the curriculum to parents.
  - Learning walks.
  - Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children’s learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.





**Performing Arts**

# Intent

At SBSP, we believe that through performing arts, pupils are given the opportunity and encouragement to develop and demonstrate their creative talents. As with all arts, they involve imagination and feeling, and help children make sense of the world. They do this through the creation of imagined characters and situations, and the relationships and events that they encounter.

Through engagement in performing arts, pupils apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. In addition, the exploration of the world through drama encourages children to challenge and to question but also has the potential to bring about social change.

## Enrichment

Across the curriculum, with particular emphasis on English, pupils are encouraged to take part in a range of drama activities, including theatre visits to develop cultural appreciation, dance workshops and clubs, and musical workshops.

In addition, the school celebrates pupils' work in two performances each year: Christmas Nativities and one class assembly, which are scheduled during the school year. In addition, Year 6 stage a Leavers' Production as their final opportunity to share their talents with the SBSP community.

All pupils are actively involved in these performances and take on their own acting role, but many also take on additional support roles such as set designing and prop making, allowing them to understand the various aspects of developing and staging a production.

# Implementation

The performing arts curriculum is delivered through a combination of dedicated performing arts lessons, assemblies and enrichment opportunities. Performing arts lessons are taught in the classroom, by a Specialist. In the classroom children take part in musical theatre, drama, singing and dance.

Performing arts offers opportunities for participation and entertainment as well as learning and development. Good drama teaching will result in pupils learning about dramatic form and the content it explores.

Across the curriculum, with particular emphasis on English, pupils are encouraged to take part in a range of drama activities, including theatre visits to develop cultural appreciation, dance workshops and clubs, and musical workshops.

## Impact

We use a range of strategies to evaluate the knowledge, skills and understanding that our children gain in each half-termly unit:

- CPD to ensure that our teachers feel secure in their teaching and assessment.
- Regular feedback, marking and pupil voice feedback to our pupils.
- Subject monitoring, including monitoring the use of individual scrap/sketch books to evaluate the knowledge, skills and understanding pupils have developed over each half term.
- The use of displays around the school and in class to evidence and celebrate work done over the year.