



Distington Community School

Curriculum Intent, Impact and Implementation Statement

The aim of our school is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. We ensure that children are well prepared for life in modern Britain.

As a school we provide a highly inclusive environment where learners can enjoy their education and make very good progress in subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and those who require additional support are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs. We encourage children to take ownership of their learning and development and develop strategies for working independently and collaboratively. As well as promoting all of these values we ensure that children are fully aware of how to keep themselves safe and what and who to talk to if they need to. A strong culture of developing effective learning behaviours is evident in school with children encouraged and supported to develop essential learning behaviours such as resilience and self-regulation.

Our focus on curriculum development is always carefully designed to ensure coverage and progression of key skills. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, develop a sense of personal pride in achievement, and providing a purpose and relevance for learning.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across the school provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high-quality teaching and learning, supported by targeted, rapid and proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors into school enhance the curriculum and provide opportunities for writing for a purpose.

A Topic Approach

At Distington Community School, we interpret the National Curriculum in such a way to maintain a 'topic' approach throughout school. We believe linking subjects together under a common theme gives learning in the classroom a context and motivates children. Therefore, Science, Geography and History content is divided into a cycle of topics. At every possible opportunity, English, Maths and the remaining foundation subjects are linked to the topic to allow the children to develop and utilise their knowledge and understanding through different activities. We do this through implementing the **learning challenge curriculum** for Science, Geography and History. This 'learning challenge curriculum' provides children with a fun and stimulating approach to learning through key questions related to topics that are of interest to the children and allows them to think in a greater depth about their learning. This approach also provides us with a greater child-led curriculum, where the children can be actively involved with what they are learning about and how the National Curriculum content can be delivered. The ethos that underpins the learning challenge approach is that 'teachers check on what children already know and then invite them to think of their own questions.' An important part of this approach is to allow the children time to reflect upon their learning and share what they have learned with others. Therefore, to conclude each learning challenge 'topic' pupils are actively encouraged to present their knowledge and understanding to the class or other appropriate audiences. This process allows each child to celebrate what they have learned in a manner that excites and stimulates their learning and continued development.

Curriculum Maps for each year group are available on the school website, which outline subject coverage and how they link to the 'topic' based approach. Plans will be adapted as necessary over the year to ensure coverage.

Empowering Learning – Effective Learning Behaviours

Empowering learning is a programme implemented throughout school that allows children to take greater ownership of their learning and development through actively encouraging them to develop as independent learners. Alongside the curriculum staff model and children are taught effective learning behaviours to support their development. Empowering learning is split into six areas which are:

- Self-manager
- Effective participator
- Resourceful thinker
- Reflective learner
- Independent enquirer
- Team worker

These six areas are differentiated by each year group and provide the children with objectives to achieve.

We believe that all children can benefit academically and personally from the empowering learning programme as it actively encourages children to utilise each area to support their development.

Inclusive Learning for SEND in the Curriculum

At Distington Community School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Simplified, dual coded resources are used for additional support within lessons (e.g. vocabulary mats with pictorial support, shortened/differentiated texts, code the colours of the notes and corresponding note positions on the instrument; a range of formats to contribute are offered such as voice or video recording)
- Targeted adult support during lesson time,
- Simplified step-by-step instructions (sometimes with the use of additional resources like talking postcards)
- Carefully planned seating arrangements for tasks that include physical and sensory activities to ensure all children can access learning
- Specific resources including but not limited to: noise reducing headphones, adapted musical instruments; coloured, personal, adapted copies of lyrics, score, images
- Appropriate scaffolding and differentiation strategies are utilised accordingly to ensure that all lessons are accessible,
- Curriculum content covered is carefully planned and considered so as not to cause distress for any children in the class.
- Independent and collaborative activities

Every teacher at Distington Community School is a teacher of SEND. Our provision is led by the SENDCo is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, the children learn through a balance of child-initiated and adult directed activities. The activities are linked to the seven areas of learning, which are defined in the non-statutory framework, Development Matters 2021. These include the following three prime areas of learning:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development

These also support the additional four areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Each half term we pose a question to the children, linking these to their topics and learning challenge curriculum. We then plan according to their answers and feed in challenges and opportunities in to the classroom provisions. One particular area that we focus heavily on is

communication and language. We ensure that the children are provided with lots of opportunities to engage in conversation throughout their play and are introduced to lots of new vocabulary through stories and experiences.

The children also engage in outdoor learning each day, giving them opportunities to improve their gross motor skills and areas of physical development as well as reflect on their learning indoors.

The Early Years statutory framework can be found here:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years takes the form of long and short observations, which are linked to the characteristics of learning on Earwig, which are then shared with parents. We have regular contact with parents through face to face conversations and Class Dojo and the children's learning is shared through Class Dojo, Earwig, Facebook and the school website.

Parents are invited in to school in the Autumn and Spring term for conversations with their child's teacher. They also receive a written summary of how their child has progressed in Reception, in the Summer term. Parents have other opportunities to come in to school to view their child's learning for informal meetings and curriculum days.

English

At Distington Community School we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life. The exploration and enjoyment of the English language is our priority and we value all its aspects –speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

Reading

Children take part in focused phonics lessons at least four times a week. The duration of these lessons increases as the children develop their knowledge and understanding. As a school we begin our reading journey by following the Jolly Phonics programme in nursery and continuing further using Read Write Inc. Children's progress is closely monitored and assessed and learning is adapted to meet the individual needs of children. Phonics is also evident in the learning environment and is a fundamental aspect of the wider curriculum.

For Reception and Year 1, children are grouped into ability groups and are taught targeted Read Write Inc phonics tailored to the children's needs.

Each child takes part in regular whole class shared reading sessions with staff. As part of these sessions' children are taught valuable reading skills to enable them to understand and unpick texts in a variety of ways. With a strong emphasis on applying phonics skills and knowledge. Children who require additional phonics supports are targeted through interventions. This includes children in Year 2 – 6 who require additional support.

All children who access our phonics sessions have reading books that are closely matched to their current phonics knowledge and sounds they have been learning in school. All other children are given a banded reading book, which closely matches their ability, to share and enjoy with adults at home. Children are also given an Accelerated Reader book when ready. These books are to be read at home and when children return to school they are given an

Accelerated Reader quiz which is completed and marked online. These quizzes intend to test children's comprehension skills.

We expect children to read each evening at home with their families and to make comments in the reading record books. All parents are aware of their children's targets and are encouraged to write their comments linked to these. Reading at home is closely monitored and parents are supported. All children and parents are aiming for to read or engage in a reading activity at home 5 times a week as part of our whole school Strive for 5 challenge.

High level quality texts are shared in each class and reading for pleasure is heavily promoted. Children have opportunities to select high quality texts to take home and read for pleasure as well as attending reading clubs. Rewards and celebrations of children's reading takes place in each class and as a whole school.

All children are set age appropriate targets and challenges within their reading that help promote not only academic progression but a love for reading. These targets and challenges help to deepen each child's knowledge and understanding of different genres.

Key vocabulary is identified at every opportunity and children are encouraged to use this in the wider curriculum. Staff have regular training and ongoing support to ensure the teaching of reading is of a high quality.

A strong reading culture is implemented at DCS where children are supported, nurtured and celebrated.

Story Time

At Distington Community School, we dedicate 15 minutes of daily Story Time in each year group- this does not include Stories read in our English and Guided Reading lessons.

Our range of story books and poems aim to expose children to a diverse range of reading material from various authors exploring a range of fictional and non-fictional concepts.

Our Story Time Aims:

- Social Opportunities
- Reading & Listening Skills
- Inspired Minds
- A Comfortable Environment

Story Time Challenges:

Stories may frequently contain some language structures and vocabulary that are beyond children's current level of attainment. We actively support children's understanding in the way we read or tell the story.

Oracy

At Distington Community School, our aim is to promote all forms of communication and use all the available opportunities to encourage children to interact and learn through talk. Oracy is embedded across the curriculum and used to unlock new learning and challenge thinking.

At Distington Community School, we strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Pupils are taught oracy skills during dedicated sessions, which are then used and embedded across the curriculum. Whilst new skills are taught explicitly when first introduced, they become

embedded in our curriculum as the children develop their fluency and confidence. We carefully plan for opportunities to talk and teachers are able to use their experience and knowledge to cultivate a talk-rich environment in their classroom. Questions are differentiated and planned to ensure full participation.

As the children's time progresses in our school community, they learn progressive talking and listening skills. As a school, the following strands are taught across our curriculum:

Language of Argument
Language of Explanation - maths
Language of Comparison
Language of Hypothesis
Language of Deduction
Language of Opinion
Language of Description
Language of Prediction
Language of Evaluation
Language of Retelling
Language of Explanation
Language of Sequencing

We use sentence stems from the Tower Hamlets; Progression in Language Structures.

Rhyme Time

EYFS and Year 1

In our EYFS and Year 1 classes we aim to introduce one nursery rhyme per week linked to the book we have been reading/ topic in hand. Once learnt, these nursery rhymes are then repeated throughout the year and again in Reception and Year 1 using the appropriate actions and toys.

Rhymes and songs are really important for improving children's ability to listen and discriminate between sounds and so learn to read more effectively. It can also build anticipation through children anticipating what will happen with each resource when they see it and hear the associated song. During rhyme time we sing songs that are accompanied by different sensory experiences e.g. The nursery rhyme, 'Old MacDonald had a Farm' is introduced and sung whilst using animal figures in conjunction with the lyrics of the rhyme.

Year 2

In Year 2, we continue to use 'Rhyme Time' as part of our daily routine but instead of using nursery rhymes we use poems. Poems that can be chanted as a whole class and have a focus on the following poetic devices: rhyming words (couplets), alliteration, assonance and repetition.

Writing

At Distington Community School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be

encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Spelling

Spelling is taught using the Read, Write, Inc spelling programme. Children access this programme from Y2 upwards. Read Write Inc. teaches spelling cumulatively and systematically with deliberate, focused practice. It builds upon the teaching strategies and spelling activities from Read Write Inc. Phonics taught in Year 1 and Reception. It includes all the spelling requirements of the English National Curriculum Years 2 to 6, and also revises spelling taught in Year 1. IT also includes relevant Dictation exercises linked to taught spellings per unit. Children are given weekly spellings to learn each week to support with this learning. Spelling errors are also identified through marking in Literacy books/ RWI books and practice time allowed to enable children to address their errors and learn the correct spelling.

Handwriting

At Distington Community School, we use LetterJoin with the following progressive objectives:

EYFS: Develop writing skills with pre-cursive patterns and cursive letters. This includes letter formation, capitalisation and punctuation symbols.

KS1: Developing pupils' skills in legible handwriting. This involves practising good pen control, legibility and accuracy.

KS2: Accomplishing neat handwriting and fluent handwriting. This involves developing fluency, speed and accuracy.

As pupils write with automaticity, they will develop a more personal handwriting style and will learn to write at different paces and pay different attention to neatness.

Dictation

Dictation is planned for at least once per week (this does not include Dictation exercises that form part of the R, W, Inc spelling book activities). The aim is for the pupil to fully understand and then re-convey the meaning of the passage they have heard with the correct grammar and spelling.

English Lesson Sequence (this includes Punctuation and Grammar)

At Distington Community School, we follow The Literary Curriculum (Literacy Tree) planning tool where we have mapped the coverage of the entire English Programme of Study for KS1 and KS2 for Writing and Reading Comprehension, as well as meeting the needs of the statutory 2021 Early Years Framework. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth.

Where needed, planning sequences are adapted, personalised and differentiated.

Writing is taught explicitly for five lessons a week but is also taught discreetly across the Curriculum.

We place books at the core of our writing curriculum, allowing teachers to use the text as the context for the requirements of the national curriculum. 'Teach Through a Text' pedagogy is the backbone of each sequence.

The national curriculum states that:

"This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the

structure on which they can construct exciting lessons.'

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We will always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity: our aim is that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality.

Writing is celebrated around school on display and incentives are promoted e.g. A Writer's Certificate is awarded half termly with a special assembly where writing is read aloud to the whole school.

We enhance our English curriculum by regularly inviting children's authors e.g. Andy Tooze, Helen Haraldsen... into school. Authors share/ perform their published literature with our children and provide workshops with a focus i.e. editing, performance...

Maths

As a school, we follow the Mastery Maths approach when teaching maths to all learners. A mastery approach to teaching and learning has been designed to support the aims and objectives of the National Curriculum. At DCS, we use White Rose Maths schemes of learning and their resources in order to provide a comprehensive and expertly designed journey through the world of Mathematics. White Rose is based on a small steps approach that keeps all learners together. By using the resources across the school, we can ensure consistency of the mathematical elements and comprehensive coverage of the curriculum.

A mastery approach has number at its heart. A large proportion of time is spent reinforcing number to build competency and ensures students have the opportunity to stay together as they work through the curriculum as a whole group. Mastery sets challenges to extend pupils, ensuring that a depth and breadth of each key concept is gained. It provides plenty of time to build reasoning and problem-solving elements into the curriculum. Some Key features of this approach include a significant amount of time devoted to developing basic number concepts. This is to build up children's fluency as number awareness will affect their success in other areas of mathematics. Children who are successful with number are much more confident mathematicians.

Our main goal is that everyone can succeed. As a school, we believe that all students can succeed in Mathematics. We do not believe that there are children who can do Maths and

those that can't. A positive mind set for mathematics and strong subject knowledge are key to children's success in mathematics.

Mastery of Maths means a deep, long-term, secure and adaptable understanding of the subject of Maths. This way of learning is something that we want pupils to acquire, so a 'mastery Maths curriculum' aims to help pupils, over time, acquire mastery of the subject.

There are a number of elements which will help children develop mastery of Maths;

- Fluency (rapid and accurate recall and application of facts and concepts)
- A growing confidence to reason mathematically
- The ability to apply Maths to solve problems and to test hypotheses.

Mastery of Maths, which will build gradually as a child goes through school, is a tool for life and immeasurably more valuable than the short-term ability to answer questions in tests or exams.

Our younger children in the EYFS enjoy a rich mathematical environment and have the opportunity to develop mathematical skills through play and formal maths carpet sessions, inside and outside the classroom. In Key stage 1 and 2 our children have a daily maths lesson. They are taught aspirational objectives, taken from the 2014 National Curriculum.

Our daily maths lessons provide the opportunity for children to develop fluency, mathematical reasoning and competence when solving problems. There are regular opportunities for children to develop fluency in the four mathematical areas with teaching following our calculation policy. Varied times table activities ensure frequent practise of a fundamental element of maths. Children are also given homework weekly related to their times tables which develops fluency, reasoning and problem-solving skills within the subject. They also have logins to online gaming programmes – Times Tables Rock Star – which allows the children to practice their times tables in a fun, safe environment.

We use 'I see Reasoning' and 'I see Problem Solving' for selected children who are academically able and working significantly beyond the 'expected attainment'.

We have an annual maths day when the children are given the opportunity, along with their parents, to explore and apply their mathematical skills in a different context. Children who are showing difficulties in a maths lesson will receive rapid intervention from their teacher or STA. These interventions are used to target key misconceptions and bridge the gaps in a child's learning.

Science

Science at Distington Community School is about developing children's sense of enquiry and extending both their knowledge and understanding of the world around them. Science lessons are largely practical and relevant link to other areas of curriculum are explored, allowing children to experience more in-depth learning. Children will regularly be encouraged to carry out structured scientific enquiries, which identify variables and demonstrate fair testing.

Science lessons will be delivered using dual objectives, which focus on the development of knowledge and skills (SLS Assessment Board) simultaneously. During Science lessons, floor books will be used as a formative assessment tool, these will be teacher led in KS1, teacher led with child input in LKS2 and child led in UKS2. Children will also demonstrate their understanding by completing activities in their individual science books which will be assessed. Photographic evidence will be used to further illustrate children's learning and understanding.

In the Early Years Foundation Stage, activities are planned in relation to the “Understanding the World” area of the foundation stage curriculum. Children’s progress and achievements are assessed against the Early Learning Goals at the end of reception. Children are enthusiastically encouraged to take part in the activities, which are planned in a cross curricular way through topic areas that are interesting and enjoyable. Children are encouraged to ask questions and expand their understanding of the world around them.

In addition to the use of dual objectives, teachers at DCS plan science lessons using the SLS cluster planning scheme. This provides a starting point for teachers, enabling them to plan out and develop a child centred series of lessons – which cover the expected curriculum for each age group. The use of consistent science models across school, illustrate often abstract concepts, allowing children to gain an informed understanding. The use of practical activities alongside science models enable children to develop their knowledge, understanding and skills over time. This will ensure that the 2014 National Curriculum objectives are met.

Practical enquiries and investigations, experiences and opportunities including the use of the outdoor environment will allow children to develop and refine their understanding of key scientific concepts, as well as explore their application in the wider world. The children are encouraged to explore their natural curiosities as part of a small group, where they are able to learn from each other, continually refining their ideas.

PSHE

Distington Community School is a welcoming and caring school, promoting high standards and encouraging every pupil to be a positive participant in society. We aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

At Distington Community School, PSHE (Personal, Social and Health Education) education linked with SMSC (Spiritual, Moral, Cultural and Social education) and British Values, addresses both pupils’ direct experience and preparation for their future and ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Our PSHE programme (Jigsaw) is tailored to meet all pupils’ needs regardless of their educational needs, gender, race, disability, ethnicity or faith. At DCS, we are proud to teach Jigsaw PSHE. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.

Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child’s preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the

Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

British Values

Distington Community School is committed to serving its community. It recognises the multicultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Distington Community School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the National curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Distington Community School seeks to embed British values.

Democracy

The principle of democracy is consistently being reinforced at Distington Community School, with democracy processes being used for important decisions within the school community, for instance, elections being held for school council members. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in lessons and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Distington Community School. Students are taught the rules and expectations of the school which are highlighted by the student code of conduct and student expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

Individual liberty

At Distington Community School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at our School educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.

Distington Community School has a robust anti-bullying culture and has in place a comprehensive Behaviour Policy.

Mutual Respect

Respect is a strong part of Distington Community School and is part of its values. Students learn that their behaviours has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Studies curriculum, which is compulsory for all students up to the end of KS4, provides a broad and balanced education on a range of faiths, religions and cultures.

Distington Community School is part of the Global Learning Programme which is recognised by Ofsted for its contribution to students' Social, Moral, Spiritual & Cultural and curriculum knowledge about global issues.

The GLP has six core aims:

- To help young people understand their role in a globally-interdependent world and explore strategies by which they can make it more just and sustainable;
- To familiarise them with concepts of interdependence, development, globalisation and sustainability;
- To move them from a charity mentality to a social justice mentality;
- To stimulate critical thinking about global issues both at a whole school and at student level;
- To promote greater awareness of poverty and sustainability;
- To enable schools to explore alternative models of development and sustainability in the classroom.

Through our SMSC education we help students to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage students to accept responsibility for their behaviour, show initiative and contribute positively to society; enable students to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures.

Distington Community School strives endlessly to ensure that its students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our Society.

SMSC

At Distington Community School, we are committed to the spiritual, moral, social and cultural development of the children. We aim to prepare them to take a full role in society as confident individuals and good citizens.

This is modelled at all levels of the school community through mutual respect and an appreciation of diversity. Relevant issues are explored through the curriculum, both in planned ways and through incidental opportunities. The principles of SMSC run through all aspects of school life, including casual interactions, and through many areas of policy and practice, including the management of behaviour, promotion of equalities, and having a wide-ranging and exciting curriculum which inspires children to find out more about the world in all its variety. Teaching methodologies that give value to peer discussion and collaborative working practices encapsulate in daily planning the skills that pupils will need to be successful and productive in the wider society.

We want children to:

- Be respectful and reflective about their own beliefs, and those of others locally, nationally and globally;
- Be fascinated by diversity;
- Be imaginative and creative;
- Recognise right and wrong, understand the consequences of their actions, and respect the law;
- Be able to discuss ethical and moral issues in a reasoned manner;
- Use social skills in a range of situations;
- Want to help others in the immediate and wider communities;
- Demonstrate an understanding of, and commitment to, the principles of democracy, the rule of law, individual liberty and tolerance of others;
- Appreciate that there are many cultures, all of which are shaped by others and which continuously develop and interlink in modern Britain;
- Have a basic understanding of the parliamentary system of government;
- Have opportunities to experience and take part in a wide range of cultural activities, such as sport, drama, art, dance and music.

At Distington Community School we embed British Values and SMSC through the use of Picture News. Picture News enables us to encourage children to question what they hear and read, to think around key issues and topics and develop 'healthy' news mind-sets. Through the use of Picture News, we help our children keep up to date with the fast-changing world around them. Helping to challenge their ideas and pre-conceptions; ultimately this will help to broaden their horizons and enable them to deal with the modern world.

In Key Stage 1 and 2

We learn to value ourselves and others. We learn about the importance of respect and valuing our environment through celebrating achievements and remembering important events and people such as: Remembrance Day, Bonfire Night, Florence Nightingale, Mary Seacole, World War 2, ETC. We encourage the children to understand the importance of looking after each other, through focus weeks on anti-bullying as well as local community activities. We promote feelings of belonging through developing a growing understanding of the importance of always respecting the rights of everyone in our Distington family and beyond.

Physical Education (PE)

Through Physical Education we aim to provide sustainable high-quality PE and sport experiences for all children, which delivered with importance placed on the promotion of leading a healthy and well-balanced lifestyle. All children across school receive at least two sessions (2 hours) of taught PE each week; in addition, children will be provided with at least the national curriculum requirements for swimming across Key Stage 2. These sessions will provide a positive platform for children to develop and achieve their full potential in all areas, as

outlined in the primary curriculum for PE. As a school we aim to encourage children to take up sporting activities and join sporting teams outside school with support from their parents.

All teaching and learning activities within the PE Curriculum follow the EYFS framework or the National Curriculum (2014.) Where required and appropriate activities are adapted to meet the individual needs of all pupils involved, reasonable adjustments will be made to support children with additional needs, making lessons accessible to all. In the Early Years Foundation Stage children begin to develop and refine their motor skills and control, building confidence when taking part in physical activity. At Key Stage 1, children continue to develop their motor skills further, building on the fundamentals to prepare for participation in small game situations. In Lower Key Stage 2, children continue to develop and practice a wide range of key skills for a number of different curriculum sports before applying these successfully to take part in a more formal small game situation. In Upper Key Stage 2 children will continue to develop skills, applying these in a wide range of formal game situations. Children will also work to develop their understanding of rules, tactics and leadership, implementing these during different activities. We take pride in ensuring that every effort is made to enable our pupils leave school with the skills necessary to lead independent, healthy and physically active lifestyles.

Swimming is an area of the curriculum that we take very seriously and we are committed to improving, as this is a key life skill and in previous years it has been an area of weakness for many children. For some children, school swimming is the only swimming they experience and many have never been swimming before they go with school in Year 2 or 3. All children in Key Stage 2 receive 10 swimming sessions across the school year. In addition to this, children in Year 2 attend 5 swimming sessions during the Spring or Summer Term to prepare them for the requirements of the curriculum once they move up to Key Stage 2.

We use the School Sports Premium effectively to add to and develop children's sporting opportunities within PE lessons and across the wider school environment. Qualified sports coaches provide additional skills and knowledge, in addition to that of the class teacher, and they are deployed in most year groups throughout the school year. We also provide a number of extra-curricular sporting opportunities for children to engage with, allowing them to participate in different sporting opportunities and develop their fitness levels.

Our school is committed to providing and taking part in a range of competitive sporting activities, including intra-school (level 1) competitions and inter-school (level 2) competitions, as well as participating in a range of inclusive events alongside other local schools.

Computing

As programmers, we aim for our children to leave Distington Community School with:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- The ability to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- A sound base of computing knowledge and vocabulary.
- The ability to evaluate and apply information technology, including new or unfamiliar technologies.
- A passion for and commitment to the subject and a real sense of curiosity to find out about how technology can enhance and improve the world and the life chances of the people who live there.
- The ability to express, in digital media, well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and

the environment and being able to distinguish fact from opinion and 'fake news' from 'real news'

- Excellent learning behaviours that ensure they are responsible, competent, confident and creative users of information and communication technology.
- An excellent knowledge and understanding of how to keep themselves safe online, how to deal with cyber bullying and to understand their actions 'leave a trail' and they need to operate online as they would in normal day to day activities.

Our curriculum is carefully designed to ensure coverage and progression. We provide a creative cross-curricular approach that provides a purpose for learning whilst raising aspirations and creating a sense of personal pride and achievement.

Design and Technology

At Distington Community School, we follow the Learning Challenge Curriculum alongside the planning tool, KAPOW. Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

Through KAPOW knowledge and skills are taught through the following strands:

- Cooking and Nutrition
- Textiles
- Structures
- Mechanical Systems
- Electrical Systems
- Digital World

Each of these strands are split into lessons which show the sequencing of skills to support the children in their learning and to ensure that each year group flows naturally from one to the next. Each strand ensures coverage of the National Curriculum for key stages 1 and 2, giving them the opportunity to design, make and evaluate their own projects and to discretely embed these skills in to other areas of the curriculum, such as art and science.

In early years, the children also follow the KAPOW scheme of learning, building up early skills that they can transfer in to key stage 1. The early years strands offer units of learning which link to the development matters document, which we use as curriculum guidance here at Distington. Each of the reception strands offer repetition and build up their skills, which they can use within their independent play. For example, each strand teaches the children to plan and make and through pupil voice the children can then evaluate. These are skills they can practise in the junk modelling or construction area of the classroom during their play. The areas of learning that are covered in early years are, physical development, expressive arts and design, understanding the world and personal, social and emotional development. Lessons are always photographed and added on to Earwig so they can be looked back upon to help teachers assess the children each term.

As a school we also work with Phunky Foods, which is a program of learning which promotes a healthy lifestyle. We use this alongside KAPOW to enhance the children's knowledge and understanding of cooking and nutrition. Ambassadors from Phunky foods visit school to lead practical sessions with the children and carry out informational assemblies about the foods which they eat. Every year group in school, has access to a large, fully equipped kitchen, which is an ideal place to put their cooking skills in to practise.

As a healthy, nut free school this lifestyle is encouraged at all times, offering a breakfast club each morning and educating the parents about the type of foods which their children should be eating. This is then reflected on the packed lunches which are being brought in to school and the snacks in school which are being offered.

Music

Intent

At Distington Community School we have endeavoured to design our curriculum to ensure coverage and progression. We aim to **empower** our children to be keen musical learners by providing pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills; a broad and balanced music curriculum for every child. Our aims are to give all children a positive, worthwhile, sustained and incremental experience of music education and musical participation. This will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing.

Alongside lessons from our chosen Music scheme - Charanga, the children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Implementation

At Distington Community school we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Our music curriculum ensures children **learn** to sing, listen, play, perform and evaluate independently and collaboratively. This is embedded in standalone music lessons, cross-curricular activities; weekly singing assemblies and lessons from music specialists, yearly concerts and performances - thus enabling the children to have a broad experience of musical genre and composers.

A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that our pupils are fulfilling the aims for musical learning stated in the National Curriculum

Our pupils begin their musical learning journey from the moment they join us: we teach music in our EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five.

By the end of Foundation stage children are able to:

- Mimic each other in a cooperative game. e.g. two identical musical instruments.
- Move whole bodies to sounds they enjoy, such as music or a regular beat and rhythmic movements.

- To be provided with a multitude of resources and musical instruments so that children can respond spontaneously to music.
- Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.
- Create movement in response to music.
- Capture experiences and responses with a range of media, such as music and words.
- Be familiar with and confidently perform a range of Nursery Rhymes.

By the end of KS1 children will have gained the skills to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music (IDM).

By the end of KS2 children will have gained the skills to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the IDM.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.
- Appreciate and understand a wide range of live and recorded music from different genres, traditions and cultures, from a range of composers and musicians.
- Develop an understanding of the history of music, and how different genres of music are connected.

Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage all our pupils to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Distinguition Community School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies

Impact

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also **celebrate** their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures each child's progress throughout the year.

Modern Foreign Languages

Children in Key Stage 1 and 2 have the opportunity to learn French. French will be taught using resources from the Language Angels package of materials. Children will learn French

through a range of topics sequenced to aid skill development across 5 strands: listening, speaking, reading, writing and grammar.

Children in the Early Years Foundation Stage, will be introduced to basic but useful every day and classroom vocabulary, as well as vocabulary linked to topics such as under the sea. During Key Stage 1, children will practice and further develop useful every day vocabulary in addition to specific topics, this will enable children to show progression as they move through Key Stage 2. In Key Stage 2, children will focus on both phonics and pronunciation and will learn French through a wider range of topic areas – which will continually build upon prior learning.

Through the teaching of French, we teach children about other cultures and communities and build respect for the language used by others. We encourage children to speak French enthusiastically and promote enjoyment through the use of day-to-day language when carrying out daily routines, such as; when doing the register.

History

As historians, we aim for our children to leave Distinguon Community school with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
-

We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past.

At DCS, History is taught in using a cross curricular approach alongside other subject areas.

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.
- In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines.
- In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally.

- In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.
- Cross-curricular links are planned for, where possible, to make learning more purposeful and relevant.

Religious Education

At Distington Community School, we follow the new Cumbrian Agreed Syllabus for RE 2023. This syllabus reflects developments in RE towards an education in religion and worldviews, offering challenge and depth for all pupils. It embodies an approach that values lived experience and diversity within and between religious and belief traditions.

This syllabus provides a curriculum with religious literacy at its heart and encourages children and young people to engage critically with the big questions in life. It prepares them both for life within the counties of Cumberland and Westmorland & Furness, and also in the wider world, when they encounter a range of ideas and beliefs.

What are the aims of this syllabus?

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human science lenses.
 - To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human sciences engaging critically with religious and non-religious worldviews.
 - To be able to reflect on personal worldviews Pupils' progress should be assessed in relation to this purpose and these aims of RE.

Pupils are encouraged to explore how religious and non-religious worldviews relate to each other, recognising diversity within and between personal and organised worldviews. This will enable pupils to reflect on the significance of interfaith dialogue and the important contribution this can make to combatting prejudice and discrimination, including racist and/or religious hate crime such as Islamophobia and anti-Semitism. As Teachers, we will be positive role models for inclusivity and acceptance encouraging pupils to be respectful and accepting towards people with different religious or non-religious worldviews to their own.

Religious Education in the Early Years.

As preparation for the disciplinary approach, pupils begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

It is important for young children to approach early experiences related to religious education with open attitudes and interest and to feel free to talk about the place of religious experience in their own lives. Our learning environment is carefully set up so children can appreciate that everyone is of equal importance, where diversity is celebrated and where children can develop an understanding that the needs of everyone should be treated fairly and equally. Within our learning environment, cultural and religious diversity is regarded as positive and children can feel that they are able to express their viewpoints and beliefs in safety.

Play is essential for child development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Our religious education curriculum is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. By providing a safe climate at Distington Community School, experiences can be shared and learning can move forward as children become aware of the community around them and their place in it.

Geography

As geographers, we aim for our children to leave Distington Community School with:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Good fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

At Distington Community School, we follow the Learning Challenge Curriculum (a cross-curricular question-based approach to learning). This is a knowledge and skills-based curriculum.

Children are given a knowledge organiser at the start of each unit which details some key information/ images, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.

To support teaching, staff access a range of resources and planning materials including access to Digimaps and the Geographical Association.

Geography is taught explicitly once a term (3 units per academic year).

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our Curriculum Map documents shows which topic is being taught when.

Our curriculum allows for essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit aims to contain elements of geographical skills and fieldwork to ensure that fieldwork skills are practiced as often as possible. We follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Inclusive Learning for SEND in Geography

At DCS, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an Geography education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Retrieval questions to be used at the beginning of each lesson and within lessons where suitable
- Pre-teach to understand vocabulary or subject content
- Writing frames to be used
- Sentence starters/modelled language
- Repetition/stem sentences
- Opportunities to express ideas in various way- not just verbal
- Simplified step by step instructions

- Ensure documents are enlarged
- Magnifier used
- Online resources to zoom in and out
- ICT resources to be used so children can record online
- Physical resources e.g. maps, compasses, globes
- Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible.
- Children to be introduced to area/environment e.g. through photos or social story before trips/visits
- Ensure content being used in lesson is considered and approached in a sensitive manner.

Art

As artists, we aim for our children to leave Distington Community school with:

- The ability to use visual language (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations and convey insights.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate through purposeful drawing.
- A sound knowledge and understanding of other artists.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques so they can execute their ideas.

At Distington Community School, we follow the Learning Challenge Curriculum alongside the planning/ resource tool, KAPOW. Our scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Kapow Primary's Art and design scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Art is taught half-termly within 'Art Week' (the last week of every half term) and is linked directly through our cross-curricular approach to learning using our Learning Challenge curriculum. Each group has their knowledge and skills outlined with the intent of each Art lesson ensuring coverage and a progression of knowledge/ skills year upon year.

The Kapow Art scheme of work is designed with four strands that run throughout.

These are:

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)

- Knowledge of artists
- Evaluating

These strands are revisited throughout each unit. In our Art and design skills and our Formal elements of art units, pupils have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 1/2 pupils using sketchbooks to document their ideas. Differentiated guidance is available on Kapow for every lesson to ensure lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Kapow supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality.

To raise the profile of Art and celebrate its success around school, we are developing our whole school Art Gallery for work to be displayed and appreciated by all.

We also offer children an opportunity to develop their art skills further by offering an afterschool art club which focus' on developing a particular art skill once a term.

Our Art curriculum is enhanced further with local artists working alongside our children and staff, demonstrating particular art skills.