

The Phoenix School Curriculum Policies



THE PHOENIX SCHOOL

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THE PHOENIX SCHOOL

Headmistress	Mrs Lisa Mason Jones, MA University of Hertfordshire, BA University of Surrey
Deputy Head	Miss N Watt, BEd University of Massey, New Zealand
Class Teachers	Miss B. Begaud, BEd Australian Catholic University Mrs C Edwards, BA Cardiff College, Mont Dip Miss B Foulds, LLB University of London Miss D Hamalis, BEd University of Hertfordshire Miss S Keenlyside, MA Homerton College, Cambridge Mrs S Penkar, BSc University of Mumbai Miss L Toffel, BA Manchester Metropolitan University Mrs M Treves, BA University of Split, Mont Dip.
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The Phoenix School Curriculum Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at The Phoenix School. It reflects the values and philosophy of The Phoenix School and it gives a framework for staff, both teaching and non-teaching. This policy is intended to be used in conjunction with the schemes of work for each subject that give details of what pupils in each age group will cover. This policy was developed in the Autumn term 2008 by the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

The Phoenix School seeks to support their pupils by offering a curriculum that is broad and balanced and appropriate to the pupils' ages, abilities and aptitudes. As part of the UCS Foundation, IAPS and ISC, The Phoenix School values its freedom to make decisions relating to the curriculum, utilising the National Curriculum, the professionalism of its staff and educational best practice to inform its decisions.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, The Phoenix School provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

Values

Below are the main values of our school, upon which we have based our curriculum. These are not in any order of importance as all these values are of equal importance to us.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for other cultures and religions.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to motivate pupils by arousing a sense of curiosity and wonder;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to be aware of the importance of their own positive contribution to society and their responsibilities as members of a local community and a global society;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;

Procedures

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the Summer term.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Each subject has schemes of work through which are articulated the areas of study. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

In Key Stage 1 we teach the foundation subjects separately. This means that, for example, a child may concentrate in one teaching block (a half-term in Pre-Prep) on a history topic, then switch to a greater emphasis on geography in the next teaching block. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

Curriculum Policy Guidance

The Phoenix School plans the schemes of work with reference to the National Curriculum. Although the National Curriculum prescriptions are not followed in detail we aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage.

Pupils entering the Primary department come mainly from our Phoenix Nursery. All pupils commence their Reception year in September as there is not a second intake during the year. The aim of the Reception curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

Phoenix pupils study PSHE, English, Maths, Science, ICT, Geography, History, French, Music, Art, Design Technology, Physical Education and Games. All subjects are taught in mixed-ability groups with appropriate levels of differentiation and extension.

Extension Learning Opportunities

The Phoenix School offers a wide and varied programme of cultural and sporting activities which support and extend the curriculum.

The curriculum and inclusion

The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need in consultation with the Learning Support Co-ordinator. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs where possible.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key skills

The following skills have been identified as key skills in The Phoenix School curriculum:

- communication (speaking and listening)
- application of number
- information technology
- working with others
- improving one's own learning and performance
- application of thinking skills
- problem-solving.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Role of the Subject Co-ordinator

The role of the Subject Co-ordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- have an awareness of the schemes of work from EYFS to KS1
- report to the Headmistress on the strengths and weakness of the subject and the strategies for improvement

The school gives Subject Co-ordinators non-contact time each term, so that they can carry out their duties. It is the role of each Subject Co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring and review

The Form Teachers and the Subject Specialist Teachers are responsible for the day-to-day organisation of the curriculum. Within their department, they monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Subject Co-ordinators and The Phoenix SMT monitor the way the subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies

are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by The Phoenix Senior Management Team and will be reviewed every two years, or before if necessary.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Design and Technology Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of Design and Technology. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of Design and Technology. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the medium term plans for Design and Technology which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator in liaison with the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The objectives of teaching design and technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things
- To enable children to talk about how things work, and to draw and model their ideas
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;

- To explore attitudes towards the made world and how we live and work within it
- To develop an understanding of technological processes and products, their manufacture and their contribution to our society
- To foster enjoyment, satisfaction and purpose in designing and making things

Procedures

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including IT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Providing a range of challenges through the provision of different resources
- Giving further opportunities for practice
- Having additional adults to support the work of individual children or small groups
- Giving opportunities for group work with mixed abilities to enable all to experience success and satisfaction
- Giving opportunities for their ideas to be developed further

Design and Technology Curriculum Planning

Design and technology is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in design and technology. We have adapted the national scheme to the local circumstances in that we also involve local artists in areas of specialism.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stages.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Daily planning includes specific learning objectives and expected outcomes for each lesson, and details how the lessons are to be taught. These are kept by the specialist teacher.

We plan the activities in design and technology so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we create the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Contribution of Design and Technology to Teaching in Other Curriculum Areas

English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding of the fact that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to

compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Mathematics

In design and technology there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations and in doing so they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designing and modelling.

Personal, Social and Health Education (PSHE) and Citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn, through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, Moral, Social and Cultural Development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Design and Technology and ICT

Information and communication technology enhances the teaching of design and technology, wherever appropriate, in all key stages.

Design and Technology and Inclusion

At our school we teach design and technology to all children, whatever their ability and individual needs. Design and technology implements the school curriculum policy of providing a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for Learning

Please also refer to The Phoenix School Assessment Policy.

We assess children's work in design and technology by making assessments as we observe them working, during lessons. We record the progress that children make by assessing the children's work against the learning objectives for their lessons. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to the parents. Older children are encouraged to make judgements on ways in which their work can be improved.

The Subject Co-ordinator keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in design and technology in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national expectations for each year group.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Resources are made available in the Art and Design technology room.

Health and Safety

In this subject the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for the correct use of design and technology tools and equipment. Please refer to the school's Health and Safety policy.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in design and technology is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The work of the Subject Co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the departments.

The Subject Co-ordinator gives the Headmistress an annual summary report evaluating the strengths and weaknesses of the subject area and indicating areas for further improvement.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School English Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of English. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of English. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the scheme of work for English which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator, in liaison with the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;

- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.
- to become effective users of the school library as a means of changing their own reading books and finding books of interest.

Procedures

At The Phoenix School we use a variety of teaching and learning styles in our English lessons, as recommended by the National Literacy Strategy. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through daily lessons which include the teaching of reading, spelling, handwriting, grammar, comprehension skills, creative and formal writing in a range of genre, and speaking and listening skills. The pupils have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries. Children have the opportunity to use ICT in conjunction English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

In each year group children have a range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Classroom assistants are used to support some children, and to enable work to be matched to the needs of individuals.

English is a core subject in the National Curriculum. We use the National Literacy Strategy as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Literacy Strategy Framework for Teaching has been adapted to form our long-term planning.

Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. These plans are kept and reviewed by the Subject Co-ordinator on a half termly basis.

Form teachers complete a weekly (short-term) plan for the teaching of English. This short-term plan lists the specific learning objectives and gives details of how the lessons are to be taught. It also includes details

of what each group of children will be learning and any assessment that takes place. The Form Teacher keeps these individual plans.

The Early Years Foundation Stage

We teach English in reception classes as an integral part of the school's work. As the Reception class is part of the Early Years Foundation Stage, we relate the English aspects of the children's work to the objectives set out in the EYFS, which underpin the curriculum planning for children aged three to five. The main literacy focus at this stage is inevitably phonics based and all children follow the 'Jolly Phonics' programme during Reception. This is extended in Years 1 and 2 through the 'Jolly Grammar' scheme. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work.

Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and ICT

Where possible ICT is used to enhance learning or teaching in English. As the children develop mouse and keyboard skills they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communication with people via e-mail. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software which supports reading, grammar and spelling skills.

English and inclusion

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils who need learning support, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- translators and amanuenses.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for learning

Please also refer to The Phoenix School Policy for Assessment, Recording and Reporting.

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and individual targets may be set. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They may use a class record of the key objectives as taught as the recording format for this.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to review targets for the next school year, and to summarise the progress of each child before reporting to the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Samples of children's writing tasks are kept in a portfolio. This demonstrates what the level of achievement is in English for individual children in each year of the school. Teachers meet to review individual examples of work against the national exemplification material.

Staff are keen to improve their subject knowledge and the Subject Co-ordinator takes an active role in disseminating best practice and making recommendations for staff development.

Resources

There is a range of resources to support the teaching of English across the school. Resources are kept in year group classrooms or in central resource areas.

The library plays a key role enriching and enhancing the curriculum. It contains a range of books to support children's individual research as well as other multi-media material.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The work of the Subject Co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school.

The Subject Co-ordinator gives the Headmistress an annual review evaluating the subject, and indicating areas for future improvement. The Subject Co-ordinator is also asked to review samples of children's work, undertake lesson observations of English teaching across the department and review the medium term planning.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Geography Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of geography. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of geography. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the medium term plans for geography which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator in liaison with Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

The objectives of teaching geography in our school are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

Procedures

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the child.
- using Teaching Assistants to support the work of individual children or groups of children.

Geography curriculum planning

We use the national scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The Subject Co-ordinator devises this plan in conjunction with teaching colleagues in each year group. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1.

We predominantly use the national scheme of work as the basis for our medium term plans. These plans give the details of each unit of work for each term. The Subject Co-ordinator reviews these plans on a regular basis.

Each Form Teacher creates a plan for each lesson. These plans list specific learning objectives for each lesson. The teacher keeps these individual plans, and may discuss them with the Subject Co-ordinator on an informal basis or during lesson observations.

We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

The Early Years Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

The contribution of geography to teaching in other curriculum areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. For example, in Key Stage 1 we use the Katie Morag books by Mairi Hedderwick to develop children's knowledge and understanding in the QCA unit, 'An Island Home'.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. They may use graphs to explore, analyse and illustrate a variety of data.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject

means that children have the opportunity to take part in debates and discussions.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Geography and ICT

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet. We offer children the opportunity to use a digital camera.

Geography and inclusion

At our school we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children who need learning support, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for learning

Please also refer to The Phoenix School Assessment Policy.

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world. Teachers will assess children's work by

making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the learning objectives.

Resources

We have sufficient resources in our school to be able to teach the selected geography units in the QCA Scheme of Work and the geography resources are kept in individual classrooms. In the library we have a good supply of geography topic books and access to the Internet to support the children's individual research.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

At Key Stage 1 we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The Subject Co-ordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for geography in the school.

The Subject Co-ordinator gives the Headmistress an annual report evaluating the strengths and weaknesses in the subject and indicates areas for future improvement.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review Date: Autumn Term 2010

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The Phoenix School History Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of history. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of history. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the medium term plans for history which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator in liaison with the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

The aim of history teaching at The Phoenix School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The objectives of teaching history in our school are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;

- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Procedures

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions such as ‘how do we know?’ about information they are given.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using Teaching Assistants to support children individually or in groups.

History curriculum planning

We use the national scheme of work as the basis for our curriculum planning in history, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the Subject Co-ordinator

devises this plan in conjunction with teaching colleagues in each year group. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use the national scheme of work as the basis for our medium-term plans as well, which give details of each unit of work for each term. These are produced by the Form Teacher. The Subject Co-ordinator collects and reviews these plans on a regular basis.

The Form Teacher writes the lesson plans for each history lesson (short-term plans). These are in the teacher's planner and list the specific learning objectives and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and any assessments that take place. The teacher keeps these individual plans, which can be discussed with the Subject Co-ordinator as needed.

The Early Years Foundation Stage

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history part of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

The contribution of history to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy lessons are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters and diary entries, and through using writing frames.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Geography

History contributes to the learning of geography by giving real situations for the use of maps. For example, maps are used in history to show where historical events took place.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

In our teaching of history we contribute where possible to the children's spiritual development, as in the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?'. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and ICT

Information and communication technology enhances our teaching of history, wherever appropriate. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, and consulting encyclopedias. They can make creative use of the digital camera to record photographic images. The children also use interactive web sites.

History and inclusion

At The Phoenix School we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils who need learning support, those with disabilities and those with special gifts and talents, and we take all reasonable steps to achieve this.

For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for learning

Please also refer to The Phoenix School Assessment Policy.

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written feedback is given to the child to help guide his progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil, and records the children's grades in a mark book. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

Resources

There are sufficient resources for all history teaching units in the school. The library contains a good supply of topic books to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The work of the Subject Co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the

subject, and providing a strategic lead and direction for the subject in the school.

The Subject Co-ordinator gives the Headmistress an annual report evaluating the strengths and weaknesses in the subject and indicates areas for further improvement. The Subject Co-ordinator also reviews samples of children's work, visits classes to observe teaching in the subject and reviews the medium term planning.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School

Information and Communication Technology (ICT) Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of Information and Communication Technology. It reflects the values and philosophy The Phoenix School in relation to the teaching and learning of ICT. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the scheme of work for ICT which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator, in liaison with the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

ICT has become part of the way we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT.

Through teaching ICT we equip children to participate in a world of rapidly-changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

The objectives of teaching ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events, both real and imaginary;
- to apply their ICT skills and knowledge to their learning in other areas;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy.

Procedures

As an objective of teaching of ICT is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them progress in whatever they are studying.

We recognise that all classes have children with a wide range of ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- using Teaching Assistants to support the work of individuals or groups of children

The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.

Curriculum planning in ICT is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The children also study ICT as part of their work in other subject areas where appropriate. The long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

The medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work, and stipulate the curriculum time that we devote to it. The ICT Subject Co-ordinator is responsible for keeping and reviewing these plans.

The Form Teacher is responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives and expected outcomes for each lesson.

The topics studied in ICT are planned to build on prior learning. Whilst we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Early Years Foundation Stage

We teach ICT in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a floor robot. Then, during the year, as they gain confidence, they start using the computer to find out information and to communicate in a variety of ways.

The contribution of ICT to teaching in other curriculum areas

The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way. Quite a lot of software is generic, and can therefore be used in several curriculum areas.

English

ICT is a major contributor to the teaching of English. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software which targets specific reading, grammar and spelling skills.

Mathematics

Children may use ICT in mathematics exploring, recording and presenting mathematical concepts through word processing, databases, spreadsheets, logo, art packages and many other programmes. Younger children use ICT to communicate results with appropriate mathematical symbols.

Science

Children use ICT in science to simulate experiments and concepts using appropriate scientific software.

Personal, social and health education (PSHE) and citizenship

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the

use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

ICT and inclusion

At The Phoenix School we teach ICT to all children, whatever their ability and individual needs. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils who need learning support, those with disabilities, those with special gifts and talents and we take all reasonable steps to achieve this.

For further details please see separate policies for Learning Support, Gifted and Talented and Equal Opportunities

Assessment for learning

Teachers will assess children's work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his progress. Older children are encouraged to make judgements about how they can improve their own work.

The Subject Co-ordinator keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

Resources

We employ a technician to keep our equipment in good working order. Members of staff report faults to the technician in the ICT Book (held in the School Office). The technician will also set up new equipment, and installs software and peripherals.

In order to keep our school computers virus-free, no software from home will be installed on school computers. Disks from home are not permitted. Along with desktop and a small number of laptop computers, the school has the following:

Hardware

- network, including switch, router and server PC;
- network shared resources, including printers;
- scanner;
- digital stills
- data logger and sensors;
- DVD and video recorders;
- tape-based listening centre and digital sound recorder;
- calculators;
- floor robot;
- headphones and microphones;
- overhead projector;
- card reader for digital memory cards;
- USB drives for portable storage;

Software

- word-processing and desktop-publishing programs;
- painting and drawing software;
- music composition package;
- multimedia presentation program;
- spreadsheet and database programs;
- control program and models;
- simulations;
- encyclopaedia reference material;
- virus protection.

Online material

- online content subscriptions;
- school website and intranet;
- school e-mail accounts.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in ICT is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The ICT Subject Co-ordinator is also responsible for supporting colleagues in their teaching of ICT, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for ICT in the school. The Subject Co-ordinator gives the Headmistress an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Subject Co-ordinator is asked to review samples of the children's work, visit classes to observe the teaching of ICT and review medium term planning.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Mathematics Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of Mathematics. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of Mathematics. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the scheme of work for Mathematics, which gives details of what pupils in each age group will cover. The Subject Co-ordinator, in liaison with the Headmistress and Phoenix SMT, developed this policy in the Summer term and Autumn term 2008. It was formally adopted from November 1st 2008.

Principles

Mathematics is a strong core curriculum subject. It teaches children how to make sense of the world around them. Through developing competence in numeracy skills, mental calculation strategies, the ability to use mathematical language and symbols and an ability to construct mathematical understanding, critical thinking and reasoning skills are developed. These enable children to tackle problem solving and investigations in a logical way. It enables them to understand relationships and patterns in both number and space in their everyday lives.

The aims of teaching mathematics are:

- to promote enjoyment of learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to understand the importance of mathematics in everyday life.

Procedures

At The Phoenix School, we use a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. During our daily lessons we encourage children to ask as well as answer mathematical questions. Children know that they can discuss, seek help and use resources as and when they need to. There is a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. There are opportunities to use ICT in mathematics lessons for modelling ideas and methods and as mental starters and during the plenary. Wherever possible, we encourage the children to apply their learning to everyday situations.

Within class groups, children have a range of mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games. We use classroom assistants to support some children, and to ensure that work is matched to the needs of individuals.

Mathematics curriculum planning

Mathematics is a core subject in the National Curriculum. At The Phoenix School we use the schemes of work from Terc; Investigations in Number, Data and Space in the Foundation Stage and Abacus Evolve in Key Stage One to teach Mathematics to the children.

Investigation in Number, Data and Space approaches the mathematics content through investigations. Children develop flexibility and confidence in approaching problems, fluency in using mathematical skills and tools to solve problems and proficiency in evaluating their solutions. Children develop a repertoire of ways to communicate about their mathematical thinking.

Abacus Evolve provides structured and systematic coverage of the Maths Curriculum. All the teaching activities as well as the resources for learning are matched to the National Numeracy Strategy.

We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). The National Numeracy Strategy Framework for Teaching has been adapted to give a detailed outline of what we teach in the long term and identifies the key objectives we teach to in each year.

Our medium-term mathematics plans, which are adapted from the Framework, and give details of the main teaching objectives for each term, define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are kept and reviewed by the Subject Co-ordinator.

The Form Teacher completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives and

expected outcomes for each lesson, and give details of how the lessons are to be taught. The Form Teacher keeps these individual plans.

The Early Years Foundation Stage

Children in the Foundation Stage are supported in developing their understanding of Problem Solving, Reasoning and Numeracy. In a broad range of contexts they can explore, enjoy, learn, practice and talk about their developing understanding. The children are provided with ample opportunities to practice these skills and to gain confidence and competence in their use.

Contribution of mathematics to teaching in other curriculum areas

English

The teaching of mathematics contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons we expect children to read and interpret problems, in order to identify the mathematics involved. They are also improving their command of English when they explain and present their work to others during plenary sessions. In English lessons, maths can contribute: younger children enjoy stories and rhyme that rely on counting and sequencing, while older children encounter mathematical vocabulary, graphs and charts when reading non-fiction texts.

Personal, social and health education (PSHE) and citizenship

Mathematics contributes to the teaching of PSHE and citizenship. Independent study is encouraged to help children become increasingly responsible for their own learning. The planned activity that children do within the classroom encourage them to work together in small groups or pairs and helps them develop their communication skills and to respect each other's views. We present children with real-life problems in their mathematics such as work involving money, sharing food and identifying patterns.

Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. When appropriate we group children so that they work together, and we give them the chance to discuss their ideas and results.

Mathematics and ICT

ICT is used to enhance learning and teaching in mathematics. Children in the Foundation Stage use ICT through investigation. They use it to communicate results with appropriate mathematical symbols, follow repeating patterns, order numbers and explore shape.

Children in Key Stage One use ICT during mental starters and plenary of their lessons. They use it to produce graphs and tables when explaining their results, or when creating repeating patterns, such as tessellations.

Mathematics and inclusion

At The Phoenix School we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils who need learning support, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this.

Intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to mathematics.

We enable all pupils to have access to the full range of activities involved in learning mathematics. Where children are to participate in activities outside the classroom (a 'maths trail', for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for learning

Please also refer to The Phoenix School Policy for Assessment, Recording and Reporting.

Teachers will assess children's work in mathematics from three perspectives (long-term, medium-term and short-term). We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the class record of the key objectives taught as the recording format for this.

We make long-term assessments at mid year and end of the school year, and we use these to assess progress against department and national targets. We can then review targets for the school year and make a summary of each child's progress before reporting to parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of mid year test such as NFER and end-of-year tests such as PIPS and teacher observations.

The scheme of work demonstrates the expected level of achievement in mathematics for most pupils in each year of the school

Resources

There is a wide range of resources to support the teaching of Mathematics. All classrooms where maths is taught have number lines, hundred squares, calculators and counters and other small apparatus. At The Phoenix School, mathematical equipment is stored in individual classrooms. A Maths trolley containing larger and more specific resources is situated in the Year 1 classroom. A variety of photocopiable material and audio visual aids are available from the library. The library also contains a number of fiction books to support mathematical understanding and non-fiction books to support children's individual research. A range of software is available to support work with the computers.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in Mathematics is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The work of the Subject Co-ordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for mathematics in the school. The Subject Co-ordinator gives the Headmistress an annual review evaluating the subject and indicating areas for future development. The Subject Co-ordinator is asked to review samples of children's work and undertake lesson observations of mathematics teaching across the school and review the medium term planning

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Music Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of music. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of music. It gives a framework to which all staff (teaching and non-teaching) work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the schemes of work for music which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Head of Music, in liaison with the Headmistress and Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

Music is a unique way of communicating that can inspire and motivate children, as a fundamental language of the human brain it is deeply connected to who we are. It is therefore a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to begin to express preferences for different genres of music.

The objectives of teaching music in our school are as follows:

- to engender a love and understanding of music from a wide variety of traditions, cultures and styles
- to enable children to express thoughts, ideas and feelings
- to involve pupils in music making through a wide variety of practical experiences
- to encourage children in viewing qualities of music as fundamental forces in human life.
- to give pupils access to the enjoyment, challenge and sociability of group music making

- to enable children to explore a wide variety of sound sources and to use these in their own music making
- to provide children with a repertoire of known music, songs, accompaniments, etc. from a range of cultures and historical periods
- to stimulate, develop and refine all the capacities we use when we engage in music: senses of hearing, sight and touch, our faculties of knowing and reasoning and our ability to feel and act on our emotions.

Principles to be met through music making in the classroom:

- by singing
- playing
- exploring different sounds
- movement in response to music.
- improvising
- focusing on the different elements of music
- discussing and evaluating their own work

This is achieved as a class, in groups and individually.

- through whole school activities: assemblies, musicals, fund raising events, concerts and instrumental recitals.
- in group music lessons, music and movement lessons, instrumental lessons and Choir.

Knowledge

- to learn and perform a wide range of songs and pieces of music from a wide range of cultures and times, extending the pupils understanding of these.
- to develop an understanding of music notation, both traditional and graphic.

Concepts

- to train the inner ear through singing for all – ‘not just the talented’.
- to train the body in rhythm and dynamics.
- to explore, understand and eventually internalise the different elements in music: pitch, duration, dynamics, tempo, timbre and structure.
- to train the ear, eye and voice in pitch, melody and harmony.
- to develop senses of style and phrasing.
- to develop both interest and knowledge in different historical periods in music.

Skills

- to develop a confident and controlled singing voice with accuracy of pitch.
- to train the inner hearing and musical recognition aided by solfa and the use of rhythm names.
- to respond through body movements, voice or at an instrument to key musical elements.
- to improvise in movements through the voice or at an instrument.
- to use a wide range of sounds and instruments, including tuned and un-tuned percussion for improvising and composing.
- to reinforce learning through use of music technology.
- To reinforce learning, develop practical skills and co-ordination through a structured learning of the recorder.
- to perform music to an audience.
- to listen to, discuss and appraise musical activities through live and recorded performances, by peers and professional musicians.
- to use notation from simple sound scores to basic traditional notation for dictation and composition.

Attitudes

- to promote a positive and receptive attitude to music.
- to understand how closely music is linked to the other arts in particular dance, drama, visual arts and poetry.
- to create a deeper understanding of different times and cultures through music.
- to encourage an interest in group music making.

Procedures

At The Phoenix School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Children begin their musical education by gradually learning a repertoire of rhymes, singing games and folk songs in order to develop skills, understanding and knowledge. Well known songs are used for pedagogical purposes as well as the practising of skills.

Planning is the responsibility of the Head of Music. Our approach is to offer a smooth and logical progression of learning, moving in small steps from the simple to the complex. The curriculum is structured to encourage progression in singing, listening, improvising, performing and appraising.

A range of games, songs, rhymes and dances are selected in order to prepare, present and practise key musical concepts. Plans show the objectives in knowledge, skills and understanding, the learning outcome, teaching methods and resources used. Planning is evaluated at the end of each half term and each lesson is evaluated in terms of skills covered and objectives met.

The Early Years Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is often one of the most memorable things young people do at school.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet and they record their own compositions. Children are also able to use ICT to improve the presentation of their work in music.

Music and inclusion

At The Phoenix School we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. All music is taught in mixed ability groups, and there is a wide range of ability levels. Within each group there is diversity in both rates and method of learning, and the needs of all pupils must be met. Differentiation may be achieved by content, resources, tasks, outcome, response or support.

We strive hard to meet the needs of those pupils with special education needs, those with disabilities, those with special gifts and talents. We take all reasonable steps to achieve these goals. Refer also to policies for Learning Support, Gifted and Talented and Equal Opportunities.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Please also refer to The Phoenix School Policy for Assessment, Recording and Reporting.

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Children are encouraged to perform for their peers from the earliest stages and to appraise not just their own performances but those of their class mates. Music is taught in three stages and informal assessments are regularly made to ascertain the progress of each child for all the musical concepts covered.

Preparation Stage

This is the unconscious learning stage. Children learn musical material containing the concepts to be taught before presenting them formally at a later stage. Whilst enjoying games children will be experiencing many musical concepts and developing different skills at the same time. Observations are made to ensure that all children are participating and therefore developing their unconscious learning.

Presentation Stage

Children learn best what they already know. Familiar material already enjoyed by the children is used to present a musical concept. Children will demonstrate their understanding of the new concept through discussion,

movement activities, singing and playing on the percussion instruments. Class performances and observations are used to assess children's understanding of each new concept.

Practising Stage

Children reinforce their learning by finding a concept in both new and familiar material. They continue to use their new skills and knowledge and develop their confidence in improvisation and in learning new songs and instrumental music.

Resources

Music is taught in a specialist music room where resources are stored and also in The Phoenix Gym where additional resources, including a piano and a wide range of movement and dance equipment are available. There are sufficient resources for all music teaching units in the school.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in Music is the responsibility of the Head of Music.

The Head of Music is also responsible for being informed about current developments in the subject, and providing a strategic lead and direction for music in the school and where necessary, supporting colleagues in the teaching of music. The Head of Music gives the Headmistress an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Physical Education (PE) Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of physical education. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of physical education. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the scheme of work for physical education which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator, in liaison with the Headmistress and Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

The objective of Physical Education teaching at The Phoenix School is to fulfil its broad aims and objectives through a range of physical experiences. It will provide all pupils with an understanding of how a life long interest in physical education can positively contribute to their health and well being and will allow each pupil to receive a broad, balanced, relevant and suitably differentiated curriculum. Physical Education and Games are taught in a warm, friendly atmosphere where safety is of primary concern.

The objectives of teaching PE in our school are:

- to develop an enjoyment of physical activity
- to develop a range of specific and transferable skills
- to promote all aspects of physical fitness
- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop a respect for ones own safety and that of others
- to develop a respect for equipment, facilities and the general environment and aspects of safety relevant to these.

- to develop an appreciation of fair play and honest competition and sporting behaviour
- to develop an understanding of how to improve the quality and control of their performance;
- to develop an understanding in children of how to evaluate their own success.

The detailed objectives of teaching PE at different stages are to be found in the scheme of work.

Procedures

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenges through the provision of different resources (e.g. different gymnastics apparatus).

The curriculum follows these main areas:

- Athletics
- Gymnastics and Movement studies
- Sports skills and Games
- Dance
- Swimming and Water Safety

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term throughout the key stages.

The medium term plans allow for the different areas of physical education to be planned and taught each term. The specific area is planned and matched against attainment targets to ensure suitable progression and full coverage of the curriculum learning objectives.

THE Head of PE completes a daily plan for each PE lesson. These list the specific learning objectives, giving details of how the lesson is to be taught.

PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Early Years Foundation Stage

We encourage the physical development of our children as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Years Foundation Stage (EYFS), which is the curriculum planning for children aged three to five years of age. The physical development of children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are supported in using all senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We aim towards developing each child's physical and social awareness with particular emphasis of the development of:

- Fundamental Motor Skills
- Gymnastics
- Dance
- Games

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

PE and inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents. Please also refer to separate policies for Learning Support, Gifted and Talented and Equal Opportunities.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against agreed attainment targets allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Assessment for learning

The Head of PE monitors children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, teachers make a judgement against the agreed levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the Head of PE to make an assessment of progress for each child, as part of the school's twice yearly reports to parents.

Please also refer to The Phoenix School Policy for Assessment, Recording and Reporting.

Resources

There is a wide range of resources to support the teaching of PE across the school. The Head of PE manages all the resources and is responsible for ordering new and replacement equipment. Most of the PE equipment is in the PE Store in the School Gym, and this is accessible to children only under adult supervision. The PE Store contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. Some equipment is kept in a storage container at the UCS playing fields. The children use the UCS Sports Fields for games and athletics activities, and the UCS Active Swimming Pool for swimming lessons. The PE teacher supervises the class at all times. In the Foundation Stage and when at UCS Sports Fields and UCS Active Swimming Pool a Teaching Assistant is also present.

Health and Safety

Health and Safety forms a high priority in PE and Games. Please refer to the separate appendix for specific guidance as well as the school's Health and Safety Policy. The Head of PE is a member of The Phoenix School Health and Safety Committee.

Extra-curricular activities

The school provides a range of PE-related activities for children at the beginning and end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Head of PE. The work also involves being informed about current developments in the subject and providing a strategic lead and direction for PE in the school.

The Head of PE gives the Headmistress an annual summary report evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

Health and Safety

P.E and games inevitably involve some degree of personal risk, safety precautions are designed therefore to remove unnecessary dangers. Whilst these can not be completely foolproof it is important that we encourage the pupils to develop a positive attitude to their own safety and that of others.

General Guidance on Safety

Pupils should at all time be under the supervision of a member of staff.
Equipment should only be used under the direct supervision of a member of staff
Correct kit is essential for the well being of the pupil
Watches and jewellery can cause injury and are not to be worn under any circumstances

Safety with regards to medical conditions

It is important that all members of staff teaching physical education and games be aware of any medical condition that may affect a pupil's ability to participate in any physical activity. At some time the staff should have the information necessary to assist and support a child in a physical activity should they require help.

Participation in physical education should be strictly according to medical advice. For children with asthma, the school has its own policy which appears in the staff manual.

In the case of pupils with epilepsy, they should be restricted from taking part in climbing activities and in jumping and vaulting. In swimming they may need a suitably qualified instructor or member of staff as a minder, and someone on pool-side with life saving skills.

Pupils with brittle bones should be protected from all forms of contact.

Safety at the UCS Sports Fields

With regards to the sports pitches, objects such as stones and glass or pot holes can be potentially lethal. It is the duty of the Head of PE to liaise with the ground staff so that corrective measures can be taken.

Notice should be taken over the safety of rugby posts, free-standing goal posts, cricket nets and the cricket mat to ensure that these are all in good working order and that those which need securing are done so correctly and by the correct personnel.

There is a school nurse on duty whilst children are participating in activities at the UCS Sports Fields. If a child sustains an injury they would be referred to nurse who would then assess the injury.

Safety in The Phoenix Gym

It is essential that floors are smooth and non slip and properly cleaned. Wooden floors should be checked for splinters and wet patches.

Other parts of the hall should be checked for cracked or broken windows, loose roof tiles and any other loose lying objects.

Safety at UCS Active Swimming Pool

Special attention should be paid to the clarity of the water with regards to hygiene. The UCS Active Swimming Pool used by Phoenix pupils has an excellent regime for checking the quality of the water used. The constant depth teaching pool ensures safety for the learner swimmer. The main pool uses floating dividers to confine the children to the correct areas. All other rules of the swimming pool should be strictly adhered to.

Safety with regards to equipment

In gymnastics, it is important to regularly check the state of benches and boxes and equally important the mats as these cushion landings and dismounts.

In athletics, the equipment used for throwing and jumping events must be in good condition. Immediate action should be taken if any equipment falls below safe standards for use.

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The Phoenix School

Personal, Social and Health Education and Citizenship Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of Personal, Social and Health Education and Citizenship. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of Personal, Social and Health Education and Citizenship. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the scheme of work for Personal, Social and Health Education which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator, in liaison with the Headmistress and Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthier lifestyle
- Develop good relationships and respect the differences between people

Procedures

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising through the links with overseas schools, the planning of special school events (such as an assemblies), or involvement in helping other individuals or groups less fortunate than themselves through one off appeals. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. Where possible, we offer children the opportunity to hear visiting speakers, such as health workers and the local Police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Sometimes, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects or circle-time sessions. Circle-time provides opportunities for focused discussions. All Form Teachers at The Phoenix School have a clearly defined role in the welfare and personal development of the children in their class.

The Early Years Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of our work. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children, regardless of their ability. Intervention will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

PSHE and citizenship and ICT

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail.

Assessment for learning

Please also refer to The Phoenix School Policy for Assessment, Recording and Reporting.

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. There are clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

The achievements and any relevant targets for children are communicated to parents each year through twice yearly written reports.

Display around the school is of a high quality and helps celebrate achievement, academic, sporting and artistic. Form rooms may also have specific displays relating to PSHE issues.

We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Resources

We keep resources for PSHE and citizenship in individual classrooms. We have additional resources in the library. The PSHE Co-ordinator holds a budget for the additional purchase of identified materials.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in PSHE and Citizenship is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The PSHE Co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The Subject Co-ordinator is also responsible for giving the Headmistress an annual review of the PSHE development plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. The Subject Co-ordinator is also asked to review samples of children's work, and to observe teaching in the subject.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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The Phoenix School Science Policy



THE PHOENIX SCHOOL

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of Science. It reflects the values and philosophy of The Phoenix School in relation to the teaching and learning of Science. It gives a framework to which all staff, teaching and non-teaching, work giving guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the medium term plans for Science which gives details of what pupils in each age group will cover. This policy was developed in the Summer term and Autumn term 2008 by the Subject Co-ordinator in liaison with the Headmistress and The Phoenix SMT. It was formally adopted from November 1st 2008.

Principles

Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level.

The objectives of teaching science are to enable children to:

- ask and answer scientific questions;
- plan and carry out scientific investigations, using equipment (including computers) correctly;
- know and understand the life processes of living things;
- know and understand the physical processes of materials, electricity, light, sound, and natural forces;
- know about the nature of the solar system, including the earth;
- evaluate evidence, and present their conclusions clearly and accurately.

Procedures

We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons because it enhances their learning. They take part in discussions, whether whole class or small group. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results.

We recognise that in all classes children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group in some year groups;
- utilising schemes of work appropriate for different age ranges within the school;
- using Teaching Assistants to support the work of individual children or groups of children.

Science curriculum planning

The school uses the national scheme of work for science as the basis of its curriculum planning. The national scheme has been adapted to the local circumstances of the school in that we try to extend the learning opportunities slightly beyond those expected for a specific key stage in recognition of ability.

We carry out our curriculum planning in science in three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term. The science Subject Co-ordinator works this out in conjunction with teaching colleagues in each year group. In some cases we combine the scientific study with work in other subject areas, at other times the children study science as a discrete subject.

Our medium-term plans, which we have based on the national scheme of work in science, give details of each unit of work for each term and the learning objectives to be covered. The science Subject Co-ordinator keeps and reviews these plans.

Form Teachers are responsible for writing the daily lesson plans for each lesson (short-term plans) for the teaching of science. This short-term plan lists the specific learning objectives and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and any assessment that takes place. The Form Teacher keeps these individual plans which can be discussed with the Subject Co-ordinator as needed.

We have planned the topics in science so that they build on prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.

The Early Years Foundation Stage

In the Foundation stage, science is embraced within the area of learning known as 'Knowledge and Understanding of the World.' Children are encouraged to;

- * Show curiosity about their surroundings.
- * Investigate objects and materials and living things.
- * Ask questions about how things work and why things happen.
- * Use every day technology including ICT.

We teach science in nursery and reception classes as an integral part of the topic work covered during the year. As the nursery and reception classes are part of the Early Years Foundation Stage within the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) incorporated in 'Knowledge and Understanding of the World' These goals underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example through investigating what floats and what sinks when placed in water. A variety of resources and activities are available for the children to investigate independently in the classrooms throughout their day. Work carried out in the Early Years Foundation Stage is useful for later study in science and other subjects, e.g. geography and ICT.

The contribution of science to teaching in other curriculum areas

English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in the English lessons are of a scientific nature. The children develop oral skills in science lessons through discussions (for example of the environment) and through

recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

Mathematics

Science contributes to the teaching of mathematics in a number of ways. When the children use weights and measures, they are learning to use and apply number. Through working on investigations they learn to estimate and predict. They develop accuracy in their observation and recording of events. Many of their answers and conclusions include numbers. Pupils have the opportunity to collect data and represent this in many forms, e.g. tables, bar and line graphs.

Personal, social and health education (PSHE) and citizenship

Science makes a significant contribution to the teaching of PSHE and citizenship. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or worse. Secondly, the subject gives children numerous opportunities to debate and discuss especially on topics such as health, reinforcing positive ideas about exercise and balanced diet. Science thus promotes the concept of positive citizenship. Within the classroom setting, it encourages the use of group work and co-operation.

Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. We give children the chance to reflect on the way people care for the planet, and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

Science and ICT

Information and communication technology enhances the teaching of science in our school significantly, because there are some tasks for which ICT is particularly useful. Children learn how to find, select, and analyse information on the Internet and on other media. ICT is used for research away from the classroom encouraging independent learning.

Science and inclusion

At our school we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (a trip to a science museum, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. For further details, see separate policies Learning Support, Gifted and Talented and Equal Opportunities.

Assessment for learning

Please also refer to The Phoenix Assessment Policy.

Teachers will assess children's work in science by making informal judgements during lessons. Resources and activities are provided for Nursery and Reception children following observations of individual children's interests and skills. There are continuous ongoing assessments throughout all forms. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a unit of work the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. We use these grades as the basis for assessing the progress of each child, and we pass this information on to the next teacher at the end of the year if appropriate.

Teachers make an assessment of the children's work in K.U.W at the end of Reception and assess children's scientific knowledge at the end of Year 2, giving them a level according to the National Curriculum guidelines.

Resources

The science co-ordinator meets with all form teachers at regular staff meetings to make sure there are sufficient resources for all science teaching units in the school. We keep these resources in a central store, in boxes labelled with the resource name and generally grouped by area e.g. growth / magnetism. The library contains a good supply of science topic books and computer software to support children's individual research. QCA curriculum planning files are kept in the staff room.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in Science is the responsibility of the Subject Co-ordinator and The Phoenix SMT.

The Subject Co-ordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for science in the school.

The Subject Co-ordinator gives the Headmistress an annual summary report evaluating the strengths and weaknesses in science, and indicates areas for further improvement.

This policy will be reviewed at least every two years.

Signed:

Date: November 1st 2008

Review date: Autumn term 2010

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