



Our vision is – ‘To have fun, do our very best, and look after everyone in a caring, **Christian**, community’.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

Our broad and balanced curriculum, with additional extra and enrichment experiences such as forest school, trips, visits and visitors, food and cooking lessons, and a dedicated hour per week of PHSCE will help with children’s reflective and spiritual development – preparing them for the next stage of their education and life.

CURRICULUM POLICY

Member of staff responsible	Sian Hamlett & Anna-Mai Armstrong
Noted working party, parent or pupil discussions	
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Sept 18	New policy – all subject policies in one for ease of reading

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Religious Education
Collective Worship
Social, Moral, Spirituality & Cultural Education

Please also refer to our:

Education Brief

Teaching & Learning Policy – includes Assessment, Marking and Home learning

ENGLISH

Purpose of study:

At Kemble and Siddington C of E Primary Schools, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading
- Writing
- Speaking and listening
- Spelling and Phonics
- Handwriting and Presentation

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

In line with the national curriculum for English we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Planning:

The coordination and planning of the English curriculum is the responsibility of the subject leader who also supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

In Key Stage 1 we use a systematic programme called 'Read Write Inc' to deliver phonics and early writing skills.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarization with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

The needs of children with English as an additional language will be met through planning.

Links to other subjects:

Literacy is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements literacy teaching and learning.

Assessment for Learning:

Assessment data for reading and writing is collected 6 times a year to monitor attainment and progress in the two schools. Tracking spreadsheets, linked to Ros Wilson are available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The Subject Leader uses this information to:

- monitor progress across the school and for groups of identified pupils;
- regularly moderate writing samples to ensure accurate assessment;
- give the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement;

Resources:

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library. Useful resources and schemes are kept in each school and in a shared online drive as required.

Teacher resources are located in classrooms. Guided reading books are kept centrally in each school. These books are banded using colour codes.

The school library contains a range of fiction and non-fiction books.

A school subscription to Bug Club is used to support reading.

Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud frequently
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learnt about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and sometimes displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation (see Appendix 5 – Handwriting and Presentation)

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing in different curriculum areas
- planning, drafting, editing and presenting including using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Resources

Each class has a range of materials to support the writing process. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.

Spoken Language

Aims

Children need to be able to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms

Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

(These aims are further broken down for specific age groups in the National Curriculum 2014)

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
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Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Read, Write inc. as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word list appendices (national curriculum 2014) for their particular year group.

Spelling Homework

Weekly spelling lists are set on a Friday and tested on the following Friday.

KS1 – 5 to 8 spellings per week

LKS2 – 8 to 10 spellings per week

UKS2 –10 to 20 spellings per week

Resources

Read Write Inc

Letters and Sounds

Read Write Inc Spelling

National Curriculum 2014 spelling lists

Handwriting and Presentation

Aims

Children should learn to:

- develop a clear, legible style of joined handwriting to communicating thoughts and ideas in a written form.
- develop a fast, fluent style of handwriting that enables the child to write at speed and to keep pace with his/hers thinking.
- enable children to present work neatly, attractively and in an organised way.

Teaching and Learning

During the autumn term it is expected that there will be an emphasis on the teaching of handwriting. As well as being used to practise forming and joining letters, handwriting sessions may also be linked to spelling. Handwriting books are used for practising handwriting and guidelines are available used for best copies or for writing on plain paper.

Children will also be expected to use this cursive style of handwriting whenever they write. Copies of the alphabet showing upper and lower case letters should be on display in each classroom

Presentation of work

Date

All work should be dated. The aim is for children to write the date in full e.g. Monday 23rd May 2016 at the top of each piece of work. The short date e.g. 23/5/16 may be used in maths and on draft work. The date should be underlined with a ruler.

Title

The title or learning objective (sometimes called WALT) of a piece of work is written on each piece of work and underlined with a ruler.

Use of rubbers

Children are discouraged from using rubbers in all but best work. Children should be taught that mistakes are part of learning and are part of the drafting process so should be encouraged! Any mistakes that are made should be crossed through with a neat line using a ruler.

Use of handwriting pens

Handwriting pens are used at the discretion of the teacher throughout the school for best work. A 'handwriting pen license' is awarded for consistently neat, cursive handwriting however, a pen license may be revoked at any time if a child's handwriting lapses!

MATHS

Purpose of study:

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims:

At Kemble and Siddington C of Primary School we aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Planning:

All teachers will base their planning on the national curriculum programmes of study. They will adapt this according to the needs of the children.

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Within each key stage, we have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, we can introduce key stage content during an earlier key stage, if appropriate.

Medium term plans are produced termly by individual class teachers. These plans define the learning objectives for each unit.

Short Term plans are produced weekly and link the learning objectives with outcomes as well as differentiated activities promoting progression.

Additional adults are used to support the teaching of maths. They work under the guidance of the teacher with small groups of children or individuals.

Links to other subjects:

Maths lessons may offer many curriculum links and these can be identified within each class teacher's medium and short term plan.

Assessment for Learning:

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

- Assessment data is collected 6 times a year to monitor attainment and progress in the two schools.
- Formal assessments are carried out 3 times a year in both schools from years 1 to 6. Assessment in maths is ongoing throughout the reception year.
- Tracking spreadsheets linked to APP are available for teachers to build an on-going record.

Subject Leadership:

The coordination and planning of the maths curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in maths and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in maths and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe maths lessons across the school.

Resources:

There are sufficient resources for all maths teaching units in the school. We keep some resources in a central store, and other resources, more closely linked to specific year groups, in class rooms.

SCIENCE

Purpose of study:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational

knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims:

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Planning:

All teachers will base their planning on the National Curriculum programme of study and tailor their planning to adapt to the needs of their children.

Long term planning:

Our Science scheme of work is based upon requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium term planning:

Medium Term Plans are produced by individual class teachers. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

Science lessons may offer many curriculum links and these can be identified within each class teachers medium term planning.

Assessment for Learning:

Assessment data is collected 3 times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenge Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the science curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in science and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in science and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe science lessons across the school.

Resources:

There are sufficient resources for all science teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

ART & DESIGN

Purpose of study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Planning:

Long-term planning:-

Our art and design scheme of work is based upon the requirements for art and design set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term planning:-

Medium-term plans are produced by individual class teachers with the support of the art and design co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:-

Art and Design lessons may offer many cross curricular links and these can be identified within each class teacher's medium term planning. Specifically, art and design can link with aspects of English, Science, History, Geography, PSHE and RE.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to art and design;
- order resources and stock linked to planned units of work;
- distribute details of art competitions to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in art and design, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe art and design lessons across the school.

Resources: -

There are sufficient resources for all art and design teaching units in the school. We keep these resources in a central store in Puffins classroom. At Siddington and in the stock cupboard at Kemble. The library contains a good supply of topic books and software to support children's individual research.

COMPUTING

Purpose of study:

Both schools are committed to providing a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims:

In line with the national curriculum for computing we aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Planning:

Computing is taught through discrete lessons to teach skills and concepts and used in all subject areas to support learning. We have adopted the Wokingham Scheme of Work as the basis for discrete lessons and these are taught on a rolling program. More detailed information can be found on the curriculum map.

Kemble	Autumn	Spring	Summer
Beech (Yr A)	Data retrieving and organising E safety	Communicating E safety	Algorithms and Programs E safety
Beech (Yr B)	Data retrieving and organising E safety	Communicating E safety	Algorithms and Programs E safety
Horse Chestnut (Yr A)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety
Horse Chestnut (Yr B)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety
Chestnut (Yr A)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety
Chestnut (Yr B)	Data retrieving and organising (focus graphics) Using the Internet E safety	Databases (focus spreadsheets) Presentation E safety	Algorithms and Programs Communicating E safety

Siddington	Autumn	Spring	Summer
Robins	Data retrieving and organising E safety	Communicating E safety	Algorithms and Programs E safety
Kingfishers (Yr A)	Data retrieving and organising Using the Internet E safety	Communicating Presentation E safety	Algorithms and Programs Databases E safety
Kingfishers (Yr B)	Data retrieving and organising Using the Internet E safety	Communicating Presentation E safety	Algorithms and Programs Databases E safety
Owls (Yr A)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety
Owls (Yr B)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety
Owls (Yr C)	Data retrieving and organising Using the Internet E safety	Databases Presentation E safety	Algorithms and Programs Communicating E safety

Sessions are then outlined, using the school Medium Term planning grids, recording session aims, key skills and outcomes.

Links to other subjects:

Computing links to other subjects. Links are made clear within the Medium Term Planning Document and Topic Planning Map where key skills are identified.

Assessment for Learning:

Assessment data is collected 3 times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Wokingham Scheme of Work is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject leadership:

The coordination and planning of the computing curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in computing and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe both computing lessons and activities of cross curricular skill application across the school.

Resources:

Both schools have a combination of Windows based laptops and iPads for use across the school. These are updated on a rolling program as the need arises.

Suggested Resources to support learning include:

The Wokingham Scheme of Work for Computing
Somerset Scratch resources

(<https://slp.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Scratch.aspx>)

Barefoot Computing (<http://barefootcas.org.uk/>)

Kodable (<https://www.kodable.com/resources>)

Computing at School (<http://community.computingatschool.org.uk/resources>)

BBC Computing (<http://www.bbc.co.uk/schools/0/computing/28972462>)

Simon Haughton's Website (<http://www.simonhaughton.co.uk/ict-lessons/>)

DESIGN & TECHNOLOGY

Purpose of study:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims:

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Planning:

Long-term planning:-

Our design and technology scheme of work is based upon the requirements for design and technology set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a three year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term planning:-

Medium-term plans are produced by individual class teachers with the support of the design and technology co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:-

Design and Technology lessons may offer many cross curricular links and these can be identified within each class teacher's medium term planning. Specifically, design and technology can link with aspects of Science, History and Geography.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the design and technology curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in design and technology, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to design and technology;
- order resources and stock linked to planned units of work;
- distribute details of design and technology competitions to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in design and technology, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe design and technology lessons across the school.

Resources: -

There are sufficient resources for all design and technology teaching units in the school. We keep these resources in a central store in Puffins classroom at Siddington and the stock cupboard at Kemble. The library contains a good supply of topic books and software to support children's individual research.

LANGUAGES

Purpose of study:

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

Aims:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Planning:

All teachers will base their planning on the National Curriculum programme of study and tailor their planning to adapt to the needs of their children.

Long-term planning:

Our languages scheme of work is based upon the requirements for languages set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows curriculum continuity and progression in children's learning.

Medium-term planning:

Medium term plans are produced by class teachers and define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

Languages lessons may offer many cross curricular links and these can be identified within each class teacher's medium term planning.

Assessment for Learning:

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the languages curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in languages and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in languages and indicates areas for further improvement;

Resources:

There are sufficient resources for all languages teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

GEOGRAPHY

Purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

- To provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- To communicate geographical information in a variety of ways.
- To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- To develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.

- To adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.
- To enhance their sense of responsibility for the care of the earth and its people.
- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Planning:

Long-term planning: Our Geography scheme of work is based upon the requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term plans: are produced by individual class teachers with the support of the Geography co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

English: Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject. Children are provided with extended writing opportunities with the aim of showing consistency in writing across all subjects.

Maths: Our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

Science: There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have an underlying scientific concept and therefore need to use their scientific understanding to allow them to develop their knowledge.

ICT: is used to enhance skills in data handling and in presenting written work. They are also able to research information through the internet and also able to look at maps relating to the topic taught in school. We also use the digital camera and Ipads for fieldwork and classroom follow up.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the Geography curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Geography, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to Geography;

- order resources and stock linked to planned units of work;
- distribute details of Geography workshops and resources to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in Geography, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children’s work, and to observe Geography lessons across the school.

Resources:

Geography resources, including maps of different scales, are located in a central area. Additional topic books to support the programmes of study may be found in the library and in classrooms. These resources are continually audited and updated. Each classroom has both a world map and a globe on display. As a school we encourage the use of school visits and use of the school grounds and local area, so the children can experience and take part in essential field work studies.

HISTORY

Purpose of study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Planning:

Long-term planning: Our History scheme of work is based upon the requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children’s learning.

Medium-term plans: are produced by individual class teachers with the support of the history co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

Year	Autumn	Spring	Summer
Year 1 Kermis: Beech Substitution: Robins	A- Local History (Where do and did the wheels on the bus go?) B- Changes and events beyond living memory that are significant nationally or globally (What was it like when the Queen came to throne in 1952?)	A- Changes within living memory: When parents were young (Who was famous when your mum and dad were little?) B - Changes within Living Memory (Why is the <u>W</u> more fun than Grandma and Grandpa's?)	A- Significant People in history (How have Rosa Parks and Nelson Mandela helped to make the world a better place?) B- Significant historical events, people and places in their own locality (Why were Christopher Columbus and Neil Armstrong brave people?)
Year 2 Kermis: Horse Chestnut Substitution: Kingfishers	A- Stone Age to 1066: Changes in Britain from the Stone Age to the iron age B. Ancient Civilisations: Ancient Rome and its impact on Britain.	B- Significant Themes from British history: Crime and Punishment, Anglo Saxons – today.	A. Ancient Civilisations: Ancient Egypt
Year 3 Kermis: Chestnut Substitution: Owl (choose Year C)	B- Stone Age to 1066: Britain's settlement by Anglo-Saxons and Jutes A. Stone Age to 1066: The Viking and Anglo-Saxon struggle for the Kingdom: to the time of Edward the Confessor C. Ancient Civilisations: Shang Dynasty	A. Significant Themes from British history: Key WW1/ WW2 battles (Doesn't that change a war? – there is no LC unit for this)	A. Early Civilisations: Ancient Greece B. A Non-European Society: Early Islamic civilization C. Significant Themes from British history: Leisure and Entertainment in the 10 th Century

English- History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature. Children develop speaking and listening through discussing historical questions or presenting their findings to the rest of the class.

Maths- History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing –We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)-History contributes significantly to the teaching of personal, social, citizenship and health education. 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. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the History curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in History, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to History;
- order resources and stock linked to planned units of work;
- distribute details of History workshops and resources to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in History, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe History lessons across the school.

Resources: There are sufficient resources for all History teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

MUSIC

Our schools promote music and encourage children to take up playing an instrument. When they have mastered the basics – we encourage children to play in assemblies and worship, or at specific music events.

We recognise the importance of singing and each school has dedicated singing time whole school and class based on occasions.

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Planning:

All teachers will base their planning on the National Curriculum programme of study and tailor their planning to adapt to the needs of their children.

Long-term planning:

Our music scheme of work is based upon the requirements for music set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows curriculum continuity and progression in children's learning.

Medium-term planning:

Medium term plans are produced by class teachers and define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

Music lessons may offer many cross curricular links and these can be identified within each class teacher's medium term planning.

Assessment for Learning:

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;

Resources:

There are sufficient resources for all music teaching units in the school. We keep these resources in a central store, where there is a range of percussion instruments and some keyboards. The library contains a good supply of topic books and software to support children's individual research.

PHYSICAL EDUCATION

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Planning:

Long-term planning: Our PE scheme of work is based upon the requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stage 1 and 2, and follow a two year rolling programme. It gives a coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term plans: are produced by individual class teachers. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and is adapted to suit individual classes.

Links to other subjects:

PE lessons may offer many curriculum links and these can be identified within each class teacher's medium term planning.

Assessment for Learning:

- Assessment data is collected 3 times a year to monitor attainment and progress in the two schools. A tracking spreadsheet is available for teachers to build an on-going record.
- Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.

Resources:

There are sufficient resources for all PE teaching units in the school. We keep these resources in a central PE store.

Swimming policy & procedure

We aim to enable all our pupils to become competent, confident swimmers by the time they leave our schools in Year 6. We therefore ensure that our children are given the opportunity to meet the requirements of the National Curriculum for Physical Education related to swimming.

Defining a swimmer:

- ✓ Non-swimmer – those who need to have their feet on the bottom of the pool
- ✓ Beginner – those who can swim a width without putting feet down unaided
- ✓ Swimmer with some confidence – those who can swim 10 metres unaided
- ✓ Confident swimmer – those who can swim 25 metres on front and back. Can tread water for 2 minutes.

We aim to:

- ✓ Provide a safe environment for the children to learn to swim (we are constrained by location to use our local pool in Cirencester and trust through their internal regulations, that they provide a safe environment for our children)
- ✓ Develop water confidence
- ✓ Make swimming enjoyable and a challenging physical experience
- ✓ Provide children the opportunity to experience different types of strokes
- ✓ Enable all children to meet the minimum requirement of 25m by the end of KS2

Inclusion:

All children should have equal access to the swimming curriculum in line with the Equality Act specifications and our SEN/D policy. If children need additional support we will work with parents to provide a suitable outcome so that all children can participate in some way. If a child needs to wear specialist costumes as part of their culture or religion, then as long as this does not cause a health and safety breach, we are happy to allow children to swim as normal.

Behaviour, Health & Safety:

Children must conduct themselves appropriately lining up for swimming, on the coach to and from swimming, in the changing room and at the pool side. The school behaviour management policy is used for all external trips and activities

- ✓ We will follow the pool risk assessment, but the school will carry out its own risk assessment following county guidelines for swimming

Assessment & Record Keeping:

- ✓ If parents can provide a certificate that shows that a child is a 'confident swimmer' then that child has the option not to attend school swimming sessions and alternative work will be provided in a class at school
- ✓ The pool instructors will assess the children at the beginning and end of the swimming lessons and pass the information to the PE leader so that records can be kept on the children
- ✓ Children are encouraged to show their swimming certificates and badges in celebration / reflection worship & assemblies on Fridays

Organisation / procedure for swimming

- ✓ We ask parents to make sure that children bring to school a bag with a towel and their swimming costume in with a swimming hat
- ✓ We ask parents to ensure that children attend regularly
- ✓ A teacher or 2 teaching assistants will accompany the children swimming as the lead person(s) – ratio 1 adult to 8 children for the journey to and from the pool
- ✓ Parent helpers may accompany the children as assistants
- ✓ If parent helpers are DBS checked they may enter the changing room and assist the children with their changing
- ✓ If a parent is not DBS checked, but is known to the staff then they may enter the changing room to help the children if it is necessary or under special circumstances – the lead teacher or TPs need to be present in the same room
- ✓ Parent helpers are not allowed on the poolside so that teachers, TPs and the pool staff can work with the children
- ✓ The lead teacher / TP must read this policy and see the risk assessment sheet completed by the school