



# **Witham St Hughes Academy Curriculum Policy**

**Witham St Hughs Academy**  
**'Education for Lifelong Learning'**

**Our Curriculum Vision**

**Witham children will:**

- Become **resilient**, responsible and healthy adults
- Be confident, **respectful** and informed young people
- Be able to work in **unity** as articulate critical thinkers and problem solvers

**We will:**

- ensure **enjoyment** and achievement for all through nurturing passions and talents
- enable pupils to show **ambition** and acquire powerful knowledge and access new opportunities that take them beyond their own experience

*Show ambition for all – preparing and exposing our children to the challenges, changes and innovations of the 21st century*

**Our Curriculum Rationale**

At Witham St Hughs Academy we strive to provide the best education possible and to ensure happiness and achievement for all. We work in partnership with parents, the Trust and the wider community to help our pupils become confident, responsible adults. We firmly believe that **our curriculum defines the journey we want our pupils to take** throughout their primary education and is rightly ambitious for all.

Our Academy serves a largely working community in which many children access childcare before and after school. This means that our wraparound care and enhanced provision are highly important aspects of our offer, and must be of the highest quality. **Our community rightly expects the very best from the education of their children.** They are ambitious for what their children should achieve at our Academy, whilst also aware of the importance of their children's wellbeing and personal development.

In Lincolnshire, we are acutely aware of the need to develop a broad and balanced awareness of cultural diversity for our pupils, who may not encounter this on a regular, first hand basis. Our meticulously selected books, cultural experiences and varied case studies ensure **pupils experience both 'windows' into worlds that are different to theirs, and 'mirrors' that allow them to see themselves reflected positively** in the stories and books they read. Celebration of the protected characteristics is woven throughout our curriculum to ensure pupils have a broad and balanced understanding of the world around them.

Our curriculum intent is clearly set out through a comprehensive series of subject frameworks, long and medium term planning and with an awareness of both the powerful knowledge and cultural capital we want our children to gain through our teaching. **We understand that children need powerful knowledge to live in an increasingly complex world, but that they do not live by knowledge alone, but by beliefs and values.** As such, our Character Education curriculum and Academy values are absolutely central to our curriculum in order to send confident, kind and

informed young people on to the next stage of their education. **Our curriculum is clearly intended to enable pupils to acquire knowledge that takes them beyond their own experience.**

We firmly believe that the curriculum on offer to our pupils offers them an exceptional education. As such, we have captured many elements of our curriculum offer under the headings: 'Essential', 'Enhanced' and 'Exceptional'. 'Essential' elements being those necessary to deliver the National Curriculum in a primary setting. 'Enhanced' elements are those aspects of our curriculum that are non-statutory but we believe are vital to the successful, enjoyable and memorable delivery of the National Curriculum. Finally our 'Exceptional' elements which we truly believe go above and beyond for our pupils and are worthy of sharing beyond our own setting. These aspects have been analysed and grouped into 6 key areas: The arts, sport, STEM, literacy and language, community and humanities. These are the areas we firmly believe make our children well-rounded, versatile and engaged learners, ready for the next stage in their education. At Witham St Hughs Academy, **we believe that consistency over time is both profound and underrated, and that success is the result of consistency invisibly compounding.** Our curriculum lives this belief with many aspects being 'greater than the sum of its parts'. At Witham St Hughs Academy we believe strongly in exceptional provision across all 6 key areas. We do not focus all of our time, energy and attention in one single place, but instead on **a broad, balanced and exceptional offer across the whole breadth of the curriculum.**

At Witham St Hughs Academy, **we are completely committed to enhancing pupil progress, achievement and wellbeing for all pupils,** irrespective of any additional need. We believe that all children, including those identified as having additional, special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Through constant professional development, our highly skilled staff team develop a **reasoned and varied approach to the implementation of our curriculum.** Learning is crafted thoughtfully to deliver both the highest expectations of all pupils alongside the understanding that different learners will require different approaches to maximise their potential. Teachers regularly check pupil understanding and adapt teaching accordingly to maximise progress.

The impact of our curriculum is one of confident learners leaving our Academy ready for the next stage of their education having achieved highly across the curriculum.



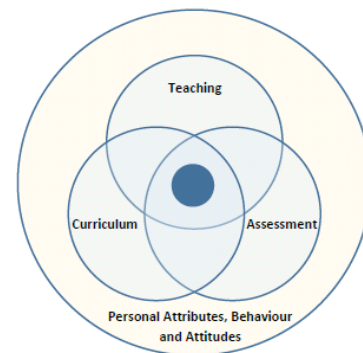
Our Academy values of:

- Respect
- Unity
- Enjoyment
- Resilience
- Ambition

are constantly embedded and reinforced throughout the delivery of our ambitious curriculum. **It is our intention that children leave our Academy both academically and socially able and confident.**

## Intent, Implementation & Impact

At Witham St Hughs Academy, we believe that the greatest impact of an effective curriculum is achieved when educators establish a positive learning environment and synergy between the curriculum and its assessment, combined with skilled teaching.



### Intent

Our curriculum is delivered through the discrete teaching of subjects within an overarching theme. This will have a history, geography or science focus. Our subject curriculum follows the National Curriculum and is tailored to meet the needs of our pupils. Our individual subject frameworks are progressive and sequential, developing pupils' knowledge and skills in tandem. **Children must know 'what' and 'how' in order to develop a deep body of knowledge that takes them beyond their own experiences into the best of what has been thought and said.**

### Implementation

At Witham St Hughs Academy, we understand that **'nothing has been taught until it has been learnt'**. To this end, subject specific pedagogy is vital to the exemplary delivery of all curriculum subjects. Our approach to teaching art differs greatly to that of teaching maths, for example. Throughout the implementation of our curriculum, there is a focus on moving learning into the long term memory and developing 'hard thinking'. We know that **'memory is the residue of thought'** and that children will learn what they are thinking about most. Therefore, children's thinking must be on the learning, and not dominated by task-driven pedagogy. Regular low-stakes quizzing, and firmly embedded recap time within lessons ensure **our focus is sharply on children knowing more and remembering more.**

*Nothing has been taught until it has been learnt.*

— JOHN WOODEN

### Impact

At Witham St Hughs Academy, we recognise that 'successes' will look different for all pupils and that this should not solely be measured in relation to English and Maths outcomes at Year 6. If the intent and implementation elements of our curriculum have been successfully achieved, **pupils will not only be ready for the next stage of their education, but will also be well-rounded, articulate, interesting, caring and tolerant individuals.** Although many of these characteristics cannot be specifically measured, assessed or quantified, we do assess the impact of our curriculum in a wide variety of ways including: pupil attainment data; pupil progress data; regular low-stakes quizzing; monitoring of pupil books; regular pupil discussions; pupil contribution and attitudes; termly L.E.A.D. QA visits; bi-annual parental questionnaires at parents evenings; pupil behaviour and attitudes when learning beyond the school building; pupil engagement in wider community charities; observations of children's play and many more.

## Our Curriculum Offer – Essential, Enhanced and Exceptional

We firmly believe that the curriculum on offer to our pupils offers them an exceptional education. As such, we have captured *many* elements of our curriculum offer under the headings: ‘**Essential**’, ‘**Enhanced**’ and ‘**Exceptional**’. ‘Essential’ elements being those necessary to deliver the National Curriculum in a primary setting. ‘Enhanced’ elements are those aspects of our curriculum that are non-statutory, but we believe are vital to the successful, enjoyable and memorable delivery of the National Curriculum. Finally our ‘Exceptional’ elements which we truly believe go above and beyond for our pupils and/or are worthy of sharing beyond our own setting.

These aspects have been analysed and grouped into 6 key areas: **The arts, sport, STEM, literacy and language, community and humanities**. These are the areas we firmly believe make our children well-rounded, versatile and engaged learners, ready for the next stage in their education.



At Witham St Hughs Academy, **we believe that consistency over time is both profound and underrated, and that success is the result of consistency invisibly compounding**. Our curriculum lives this belief with many aspects being ‘**greater than the sum of its parts**’. Two examples of this being our use of specialist subject teachers not just across one subject or one year group, but consistently across multiple subjects and multiple year groups – by the end of their time at our Academy, children will have benefited from consistent specialist teaching, across multiple subjects in many year groups. Both their offer and their outcomes in these areas are therefore exceptional. A second example is one of experiences, children benefit from residential opportunities that strategically and sequentially build throughout Year 2, Year 4 and Year 6. This means that their confidence and skills in this area are significantly stronger than with just one single Year 6 residential experience at the end of their primary school journey. At Witham St Hughs Academy, we believe strongly in exceptional provision across all 6 of these areas. We do not focus all of our time, energy and attention in one single place, but instead on **a broad, balanced and exceptional offer across the whole breadth of the curriculum**.

## A 'snapshot' of our curriculum offer

	Essential	Enhanced	Exceptional
<b>Sport</b>	<p>Swimming lessons</p> <p>2 P.E lessons per week – skill development through games</p> <p>Teaching fitness and health</p>	<p>Sports days</p> <p>Specialist teacher leading PE full time across the Academy</p> <p>Inter-sports tournaments across KS2 and KS1</p> <p>Bikeability in Y5</p> <p>Catch up swimming offer in Y6</p> <p>PGL residential</p> <p>External competitive sport competitions</p> <p>Collective enhanced sport provision provided after school</p>	<p>Significant success at external competitive sport competitions</p> <p>Focused specialist teaching across broader opportunities e.g. Street dance, Acrobatic Arts</p> <p>Gold School Games Award</p> <p>Paralympian visit &amp; workshop</p>
	Essential	Enhanced	Exceptional
<b>The Arts</b> <i>Art and Music</i>	<p>Art lessons</p> <p>Music lessons</p> <p>Singing assemblies</p>	<p>Theatre company visits</p> <p>School productions: R/KS1: December production LKS2: April production UKS2: July production</p> <p>Whole class music for Y5 supported by the Music Support Service – brass instruments</p> <p>Whole class djembe teaching and performance in Y2</p> <p>Whole class instrument teaching from a specialist music teacher across Y3/4 – ukulele, puzz, keyboard, glockenspiel, samba...</p> <p>Whole class music lessons across Y2/3/4/5 supported by external specialists</p>	<p>Collective musical tuition opportunities for KS2 – uptake of this is above 50% of KS2 pupils</p> <p>Collective enhanced provision for the arts provided after school: drawing, music, singing, drama and dance</p> <p>Ensemble opportunities – choir, brass, djembe and drum corps with high quality performance opportunities and outcomes</p> <p>Working with the Halle Orchestra</p>

		<p>Music specialist promoting singing and performance</p> <p>Online artist and illustrator workshop opportunities</p> <p>Christmas carol performances in the local community</p> <p>Progressive and sequential whole class music opportunities</p> <p>Work alongside our local music hub</p> <p>Exposure to live music performances</p> <p>Dedicated music practice space</p> <p>Young Voices</p>	
	<b>Essential</b>	<b>Enhanced</b>	<b>Exceptional</b>
<p><b>STEM</b> <i>Science, DT, Computing and Maths</i></p>	<p>Maths lessons</p> <p>DT lessons</p> <p>Food Education lessons</p> <p>Science lessons</p> <p>Computing lessons</p>	<p>British Science Week – activities to promote aspects of Science all week</p> <p>Online engineers/scientist Zoom workshops and webinars</p> <p>Regular TechSheCan assemblies and workshops</p> <p>Online marine biologist Zoom workshop</p> <p>School visits including: Hill Holt Wood Hartsholme Park National Space Centre Seal sanctuary Arcade warehouse</p> <p>Mini-beast experience day</p> <p>E-Safety workshops with the Lincolnshire Safety Partnership</p> <p>11+ club after school</p>	<p>Rand Farm residential for Y2 children</p> <p>Forces trips throughout the year - focused on STEM activities</p> <p>Forces STEM ambassadors visits to school</p> <p>Active Number showcase events to other schools</p> <p>National Education Science Park school</p>

		<p>Robust and rigorous strategies for delivering Active Number effectively</p> <p>Primary Maths Challenge (Y5/6) and First Maths challenge (Y3/4)</p> <p>Sir William Robertson Academy G&amp;T maths challenge</p> <p>Use of Digital Leaders to promote safety online</p> <p>Science ambassadors are used throughout the school – consistent approach</p> <p>Challenge Week for all year groups in the Autumn term</p>	
	<b>Essential</b>	<b>Enhanced</b>	<b>Exceptional</b>
<p><b>Humanities</b> <i>Geography and History</i></p>	<p>Geography lessons</p> <p>History lessons</p>	<p>School visits including: Mablethorpe beach Lincoln Castle Local environment walks and fieldwork Pink pig farm Woodside Wildlife Park The Collection Snipe Dales PGL in Caythorpe</p> <p>Lunar New Year or Diwali experience day</p> <p>Visit to Hartsholme Park</p> <p>Roman Britain experience day</p> <p>Stone Age experience day</p> <p>Vikings experience day</p> <p>Victorians experience day</p> <p>Ancient Egyptian artefact boxes from The Collection</p> <p>Expert visitors - Zoo keepers</p>	<p>Outreach work with Leeds Trinity University on the pilot CAPE project – Climate Adapted Pathways in Education. Developing a new approach to climate change education</p> <p>Climate ambassadors programme for KS2 – climate change ambassadors used throughout school</p>



		<ul style="list-style-type: none"> <li>- Egyptologists</li> <li>- Archaeologists</li> </ul> <p>Geography day</p> <p>Gifted and talented geographer sessions</p> <p>Creswell Crags visit</p> <p>Eco team</p> <p>Termly outdoor learning sessions for each class – Staff supported through training from ‘Wild in the Woods’</p> <p>Vikings and Victorians artefact boxes from The Collection</p> <p>Climate Crusade Day</p>	
	<b>Essential</b>	<b>Enhanced</b>	<b>Exceptional</b>
<b>Community</b> <i>RE/Character Ed</i>	<p>RE lessons</p> <p>Character Education lessons</p> <p>Assemblies everyday</p> <p>Secondary school transition sessions and visits</p>	<p>Expert visitors</p> <p>Bible Bites</p> <p>Lincoln Mosque</p> <p>Local councillor assembly and workshop</p> <p>School visits including: Lincoln cathedral Lincoln mosque</p> <p>Community Council</p> <p>Eco Council – raising environmental awareness working towards sustainable development goals</p> <p>Mental Health Week and Autism Awareness Weeks</p> <p>LCC emotions and well-being workshops</p> <p>Diverse character education lessons and taught across all areas of the curriculum</p> <p>Protected characteristics book spine</p>	<p>Red arrows visit for forces children</p> <p>Rand Farm residential for Y2 children</p> <p>Residential at PGL for Y6 children</p> <p>Silver Mental Health in Schools Award</p>

		<p>Wellbeing champions team in conjunction with Healthy Minds</p> <p>Healthy Minds pupil workshops and parent drop ins</p> <p>EYFS ‘People who help us’ visitors</p> <p>Choir performances at community events</p> <p>Remembrance day whole school celebration and display</p> <p>Eco team attending the Lincolnshire Show to take part in the Lincolnshire Schools challenge</p>	
	<b>Essential</b>	<b>Enhanced</b>	<b>Exceptional</b>
<p><b>Literacy and Language</b> <i>English/Drama and French</i></p>	<p>Role play and drama across all subjects</p> <p>English lessons</p> <p>Reading lessons</p> <p>French lessons</p>	<p>Online author sessions and workshops, including Julia Donaldson, Sharon Daley...</p> <p>Experience of live theatre groups/workshops – Hobgoblin</p> <p>Enhanced provision: drama club and sign language club. Makaton included in some choir performances.</p> <p>The Silver Robin summer competition (writing)</p> <p>Key Stage productions and performances</p> <p>500 word challenge writing competition</p> <p>Cultural capital French lessons</p> <p>Reading Plus</p>	<p>English Hub showcase and consistent phonics data outcomes</p> <p>Active English showcase events to other schools</p> <p>Blue Peter writing competition</p> <p>Winning Lincoln Book Festival 3 times in a row</p> <p>Lollies judging</p> <p>Greenaway/Carnegie Shadowing</p> <p>World Book Day celebrations including the Masked Reader</p> <p>Gold Lincolnshire Reading Pledge award</p> <p>Read and review projects with the Reading Agency</p>

## Capturing Cultural Capital

	The Arts	Sport	STEM	Literacy & Language	Community	Humanities
<b>Whole School</b>	<ul style="list-style-type: none"> <li>- Individual or paired instrumental lessons in KS2 with over 50% uptake</li> <li>- Samba drumming workshops</li> <li>- Drum corps ensemble</li> <li>- Choir in KS2</li> <li>- Carol singing</li> <li>- Hobgoblin Theatre Company visits</li> <li>- Whole class instrument lessons</li> <li>- Live music performances (Halle orchestra)</li> <li>- World Sing Up Day</li> <li>- Young Voices</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist sports teaching for all year groups</li> <li>- Paralympic athlete visit &amp; workshops</li> <li>- Play leader training</li> <li>- Netball League</li> <li>- Cross Country League</li> <li>- Football League</li> <li>- Sensory circuits</li> <li>- Broader sporting competitions including: cricket, rugby, multi-skills, swimming, dodgeball, tri golf, panathlon, tennis, climbing/ parkour</li> </ul>	<ul style="list-style-type: none"> <li>- Happy Puzzle Company challenges</li> <li>- 'Big Science' workshops</li> <li>- Safer Internet Day</li> <li>- Tech She Can virtual assemblies</li> <li>- Forces STEM workshops</li> <li>- Children's University</li> </ul>	<ul style="list-style-type: none"> <li>- European Day of Languages celebrations</li> <li>- Celebrating National Poetry Day</li> <li>- Luke Temple author visit and book signing</li> <li>- Lunchtime library sessions</li> <li>- Celebrating National Story Telling Week</li> <li>- Family reading library sessions</li> <li>- The Masked Reader</li> <li>- Lollies and Blue Peter Book awards judging</li> <li>- World Book Day celebrations</li> <li>- Virtual author visits</li> <li>- Usbourne book fair</li> <li>- Vocabulary lessons</li> </ul>	<ul style="list-style-type: none"> <li>- MacMillan coffee afternoon</li> <li>- Enhanced provision offer</li> <li>- Communities council</li> <li>- Faith visitors in assembly</li> <li>- Remembrance service and display</li> <li>- Remembrance workshop for Forces pupils</li> <li>- Healthy Minds Workshops</li> <li>- Forces Family breakfast</li> <li>- Children in Need/ Sports relief/ Red Nose Day</li> <li>- Autumn, Christmas and Summer fairs</li> <li>- PTFA events e.g. Discos, bingo, family picnic</li> <li>- Children's Mental Health Week</li> <li>- Community litter pick</li> <li>- Communities council quiz night</li> <li>- Costume swap shops</li> <li>- Links with DHL inc. sessions on road and lorry safety</li> <li>- Second hand uniform rail</li> </ul>	<ul style="list-style-type: none"> <li>- Geography day</li> <li>- Eco council</li> <li>- Outdoor area development sessions with Wild in the Woods</li> <li>- Geography G&amp;T project</li> <li>- Climate change education (CAPE) project with Leeds Trinity University</li> <li>- Climate crusade day</li> </ul>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>- Marcus Rashford key person focus</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving days</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Bonfire cooking</li> <li>- Diwali focus week</li> <li>- Lunar new year focus week</li> <li>- Trip to Play Arena</li> </ul>	<ul style="list-style-type: none"> <li>- Trip to Pink pig farm</li> <li>- Lunar new year focus week</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Christmas Production</li> <li>- Djembe drumming</li> </ul>		<ul style="list-style-type: none"> <li>- Zoom with marine biologist</li> </ul>		<ul style="list-style-type: none"> <li>- Visit to seal sanctuary</li> </ul>	<ul style="list-style-type: none"> <li>- History of toys experience day</li> <li>- Local walk fieldwork</li> <li>- Visit to Lincoln castle</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Christmas Production</li> <li>- Djembe drumming</li> <li>- Whole class recorder lessons</li> </ul>		<ul style="list-style-type: none"> <li>- Trip to Hill Holt Wood</li> </ul>		<ul style="list-style-type: none"> <li>- DHL visitor</li> <li>- Rand Farm sleepover</li> <li>- Friendship and emotions workshop with LCC</li> <li>- Healthy Minds</li> </ul>	<ul style="list-style-type: none"> <li>- Great Fire of London experience day</li> <li>- Understanding sustainable produce on visit to Coop</li> </ul>

					managing emotions workshop	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Specialist music teaching</li> <li>- Visual Arts Day</li> <li>-Year 3 and 4 Production</li> <li>- Whole class ukulele and keyboard teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Mini Olympics</li> <li>- Archery</li> </ul>	<ul style="list-style-type: none"> <li>-Pizza Express trip</li> <li>- First Maths challenge</li> <li>- Stop motion animation workshop</li> </ul>	<ul style="list-style-type: none"> <li>- French culture lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Minds Workshop</li> <li>-Police officer visit</li> </ul>	<ul style="list-style-type: none"> <li>- Trip to Woodside Wildlife Centre</li> <li>- Rainforests experience day</li> <li>- Stone Age experience day</li> <li>- Egyptian visitor</li> <li>- Visit to Creswell Crags</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Specialist music teaching</li> <li>- Samba drumming</li> <li>- Visual Arts Day</li> <li>-Year 3 and 4 Production</li> <li>- Whole class p-buzz and glockenspiel teaching</li> </ul>		<ul style="list-style-type: none"> <li>- Arcade Warehouse trip for computing</li> </ul>	<ul style="list-style-type: none"> <li>- French culture lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Police officer visit</li> <li>- LCC Healthy Minds managing angry feelings workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Trip to Hartsholme Park fieldwork</li> <li>- Roman Britain experience day</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Specialist music teaching</li> <li>- Summer production</li> <li>- Whole class brass lessons and performance</li> </ul>	<ul style="list-style-type: none"> <li>- Swimming lessons</li> <li>- Bikeability course</li> </ul>	<ul style="list-style-type: none"> <li>- Use of microbits in computing</li> <li>- Primary Maths Challenge</li> <li>- Trip to the National Space Centre</li> <li>- G&amp;T maths challenge at SWRA</li> <li>- 11+ coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Cressida Cowell experience day</li> <li>- French culture lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Trip to Lincoln mosque – virtual</li> <li>- NSPCC workshop</li> </ul>	<ul style="list-style-type: none"> <li>- WSH local fieldwork</li> <li>- Virtual fieldtrip to Everest through Oddizzi</li> <li>- Viking experience day</li> <li>Mallam virtual fieldwork trip</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- Summer production</li> </ul>	<ul style="list-style-type: none"> <li>- PGL</li> <li>- Additional swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Use of microbits in computing</li> <li>- Primary Maths Challenge</li> <li>- Trip to Lincolnshire Showground Construction Day</li> <li>- LCC E-Safety workshop</li> <li>- G&amp;T maths challenge at SWRA</li> </ul>	<ul style="list-style-type: none"> <li>- Chatterbooks readers projects</li> <li>- French culture lessons</li> <li>- Virtual author visits</li> </ul>	<ul style="list-style-type: none"> <li>- NSPCC workshop</li> <li>- Secondary school transition sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Trip to Snipedales fieldwork</li> <li>- Victorians experience day</li> <li>- Trip to Lincoln Castle</li> </ul>

## Appendix: Subjects taught at our Academy

### Phonics

Teaching high quality phonics lessons is a priority at Witham St Hughs Academy. We ensure that daily, systematic, discrete phonics teaching is delivered consistently across our academy. At Witham St Hughs Academy, we teach phonics through the systematic, synthetic phonics programme, 'Read Write Inc'. We ensure that children make a strong start in Reception and the children are taught a daily phonics lesson right from the start of their time in school which follows the progression for Read Write Inc. Children will be taught the 'set 1' sounds initially. These are accompanied by a handwriting rhyme which help them form the letters to write them accurately.

#### Fred talk

At school we use a puppet called Fred who only speaks in sounds. We call this Fred Talk. For example, Fred would say d-o-g, we would say dog. Children are taught to hear sounds and blend them together to say words. As pupils learn each sound (phoneme), they are also taught to blend the sounds together to say and read CVC words such as mat, sit, pin.

#### Fred fingers

Fred Fingers are used for spelling. Children are taught to sound out the word they are spelling and put up the correct number of fingers for the sounds they can hear in the word. For example: m-e-t = 3 sounds = 3 fingers.

#### Green and red words

When children can orally blend sounds to say words, they will start to read 'green' words. 'Green' words are words which can be sounded out and blended. When children start to read short ditties, they will be taught to read 'red' words. These words are words with 'tricky letters' which can't be sounded out phonetically. Children will be taught the red words in a specific order, which will correlate with the books they are reading in lessons.

#### Decodable reading books

Whilst children are learning their initial sounds in Reception, they will bring home a wordless picture book in their book bag, which will be changed each week. This will give them the opportunity to develop a range of important reading skills. Once children can blend the sounds they know to read words, they will bring home two Read Write Inc. book bag books which will contain words and sounds that children have been taught. Children should practise reading these books regularly throughout the week so that they can read them confidently, fluently and independently.

### Reading

At Witham St Hughs Academy, we believe that reading is the key to unlocking exciting worlds and powerful knowledge for all. Reading is fundamental to our pupils becoming successful and independent learners and we are excited to be a part of their reading journey. Reading is the vehicle through which children access many other areas of the curriculum and subsequently can open the door to many other aspects in the

#### A Witham reader will:

- become **resilient**, fluent and confident when reading a wide range of texts that challenge them and their views of the world.
- be **respectful** when reading about, and discussing, different themes, cultures and protected characteristics.
- be able to work in **unity** as a reading community to read, discuss and review a wealth of stories, poems, rhymes and non-fiction texts, and listen to the opinions of others.

#### We will:

- ensure a deep-rooted and authentic **enjoyment** for reading to enable them to become lifelong readers.
- enable **all** pupils to learn to read and to show **ambition** to read, discuss, and recommend texts that challenge their ideas and perspectives .

*Show ambition for all – preparing and exposing our children to the challenges, changes and innovations of the 21st century.*

wider world. Throughout their time at Witham St Hughs Academy, children’s reading diet will allow them to experience and discuss a wide range of texts including poetry, non-fiction and fiction. This reading journey and the texts within it have been carefully planned and sequenced to ensure the intentional and cohesive building of cultural capital in which children have both read and made links between a wide range of texts

### Reading for pleasure

Reading is necessary for learning, so instilling a love of reading at an early age is the key that unlocks the door to lifelong learning. We aim to develop a love of reading for all pupils and inspire them to become lifelong readers. Reading aloud presents books as sources of exciting experiences for children to remember. Teachers read aloud every day to the children. Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense of the world and people around them, develop social and emotional skills as well as feed their imagination. Children are given independent reading time daily, and have inviting, social reading spaces in school where they can go to enjoy reading including our library. Each class has dedicated library time each week to enjoy as well as ‘lunchtime library’ opportunities each week. Teachers also promote reading for pleasure through making recommendations of different children’s literature and informal book talk.

### Lincolnshire reading pledge

We have taken part in the ‘Lincolnshire Reading Pledge’ in collaboration with Witham St Hughs English Hub. In June 2023, we were awarded the ‘Gold’ award which recognises all of the fantastic things we do to promote reading for pleasure here at Witham St Hughs Academy. We work closely with parents and carers to promote the importance of sharing stories and how this can be done effectively to ensure the greatest impact for their children.

## Writing

At Witham St Hughs Academy, the teaching of English is the foundation of our curriculum. Our main aim is to ensure that all children become competent in all aspects of literacy. English will be taught in a daily discrete lesson for all pupils; however the teaching and development of writing skills will also be embedded in other areas of the curriculum. By the time pupils

leave the school, they will be expected to write clearly, accurately and coherently, for a variety of purposes and audiences, adapting their language and style as required. Both transcription skills and composition skills are equally important and will be taught effectively in a creative and engaging way. Children will be expected to take pride in their writing and present their work to a high standard. Through linked reading activities, children will be encouraged to develop an author’s voice and develop a sense of writing for pleasure.

### How is writing planned?

Our writing curriculum is based upon the National Curriculum requirements. The long term plan structures the objectives around units which combine the reading of high quality texts with specific grammar teaching and opportunities for crafting pieces of writing. These units

#### **A Witham writer will:**

- become **resilient** as they develop their writing skills.
- be **respectful** as they use their writing skills to express their opinions.
- be able to work in **unity** to support their peers with evaluating, editing and improving their writing.

#### **We will:**

- ensure **enjoyment** and achievement for all by offering pupils exciting and relevant opportunities for writing.
- enable pupils to show **ambition** to improve their writing skills as they develop their own ‘writer’s voice’.

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cover both narrative and non-narrative writing. Each unit is coherently planned and sequenced, leading to a final written outcome. Pupils will have the opportunity to plan, draft, revise, edit and publish their writing. Teachers will encourage children to see links between their reading and writing. Across the school, there is a focus on promoting the need to 'write like an author'. Pupils also have regular opportunities to practise their writing skills by applying what they have learnt in writing sessions to their cross-curricular writing.

#### Disciplinary and substantive knowledge

In writing, substantive knowledge is the ability to plan, draft, and construct writing for different purposes. This involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through regular practice, this substantive knowledge becomes automatic and fluent, leading to mastery. In writing, disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to write effectively for a range of purposes.

#### How is writing taught?

To be successful writers, pupils need to master transcriptional skills quickly. Handwriting and letter formation, spelling and basic sentence construction are initially taught daily through the Read Write Inc programme. While the youngest children are still mastering these basics, opportunities for oral storytelling and composition are planned regularly in EYFS. Once pupils have completed the RWI scheme, writing lessons are meticulously planned for each year group, covering grammar, sentence construction, spelling and composition. Pupils complete 4-5 units of work each term, covering poetry, narrative writing and non-narrative writing. At the heart of each unit will be core texts, linking pupils' reading and writing and providing aspirational models for writing. Pupils will be taught to apply their grammatical knowledge and to consider their choice of style and authorial techniques. Specific grammar instruction takes place regularly, using the Active English programme from Y2-Y5. Both spelling sessions and handwriting practice are timetabled weekly. Pupils' writing is assessed regularly against specific year group criteria, allowing teachers to plan the appropriate next steps.

#### Experiences

Alongside formal writing lessons, pupils have the opportunity to practise their skills across the curriculum. They are encouraged to enter writing competitions, both in school and local/national competitions. The Academy also offers a range of author visits, both face-to-face and virtual, to allow pupils to meet authors, ask questions and discover how writers work.

#### Where can I see writing around school?

You will see lots of writing on display in classrooms and in the corridor. Cross-curricular writing is evident on subject displays. 'Write Like An Author' display boards (alongside 'Write Like An Author' books in KS2) are prominent in classrooms to encourage pupils to be ambitious in their choice of vocabulary and authorial style.

#### Work beyond Witham

Staff from Witham St Hughs Academy are involved in promoting the Active English programme and open mornings are held regularly to demonstrate the scheme in action. As the lead school of the Witham St Hughs English Hub, the Academy regularly hosts visitors wishing to observe the use of Read Write Inc for the teaching of phonics, decoding and early writing.

## Maths

Learning mathematics as Witham St Hughs Academy is an ambitious and exciting experience in which pupils thrive. Daily maths lessons, engage all pupils into the world of number, place value, calculation, fractions, measure, shape, data handling and algebra. We believe mathematics should be taught in separate disciplines, and this approach provides all pupils the powerful knowledge they require to access subsequent learning and engage within society. During their time at Witham St Hughs Academy, pupils will experience a wide range of concrete, pictorial and abstract opportunities that develop systematic thinking and deeper reasoning skills.

### How is maths planned?

We believe that all pupils are entitled to become fluent in the fundamentals of mathematics. They should have both fluencies of recall and conceptual understanding of the problems they solve. We believe that all pupils should have the opportunity to reason mathematically, use mathematical language and understand the purpose and application of mathematics. Our curriculum is rooted in the National Curriculum requirements for mathematics and it is coherently planned and sequenced with a clear end point for each year group. The planning follows a spiral model to ensure regular recap and revision of the separate mathematical disciplines, and to help pupils remember in the long term. Spaced learning is used and evident in medium term planning to maximise pupil retention of mathematical facts and concepts in order that these are applied with fluency when tackling reasoning problems. Our year group coverage of maths topics are mapped out through the year so that a spiral curriculum is achieved: this allows pupils to review and revisit topics (such as place value and geometry) to consolidate understanding. We ensure our planning covers fluency, problem solving and mastery approaches to maths. This results in ambitious mathematicians who, as they progress through the Academy, have the skills to respond to a range of mathematics challenges and questions. We believe that at the end of each key stage at Witham St Hughs Academy, pupils should have developed detailed knowledge and skills across the mathematics curriculum and are ready for their next stage of mathematics education in KS3 and beyond.

### How is maths taught?

Our mathematics curriculum is taught to reflect the knowledge that pupils need daily in the ever-changing world around us. We use real life experiences and process that support all pupils to progress effectively. We focus on a concrete, pictorial, abstract approach that allows a deeper understanding of number. At Witham St Hughs Academy, we believe the best pedagogy for teaching mathematics is our 'stations' approach. We firmly believe that this highly differentiated approach allows all pupils' access to powerful knowledge within mathematics, does not hold back any group of learners, and provides the flexibility in planning for pupils to excel within one discipline yet access support within another. Mathematics is taught daily at the Academy: each week the pupils are exposed to opportunities to revisit core arithmetic skills and fraction questions, alongside their current

#### **A Mathematical Witham pupil will:**

- become **resilient** when attempting more complex problems and continue to strive in the face of a mathematical challenge
- be **respectful** towards the subject discipline and the other members of the class during lessons
- be able to work in **unity** with teamwork and collaboration to systematically solve problems

#### **We will:**

- ensure **enjoyment** for all by offering a wide range of learning opportunities and real life experiences to connect with the world around us
- enable pupils to show **ambition** when challenging themselves through mastery and reasoning approaches

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learning topic. Spaced learning is central to our pedagogical approach to mathematics. Therefore, each mathematics lesson starts with a mental starter using the 'Active Number' approach that the school have developed. This approach gives pupils the ability to perform mathematical calculations with speed, having daily times table, recall and quick-fire question experience to support essential mental maths subject knowledge. Teachers check regularly whether previously taught concepts have been remembered with well-structured lessons which prioritise recap and address any misconceptions pupils may have. Additional or individual support for pupils is accessed in quality first teaching and during small group work or interventions.

### Experiences

Mathematical experiences are evident throughout the Academy within practical classroom lessons and further outward reaching experiences with the wider Academy and village community. Alongside the daily concrete, pictorial, abstract experiences and fluency lessons, pupils are involved in practical, real experiences during mathematic topics. In Year 1, the pupils use real coins in their role play area to embed their recognition when 'buying' items. Building on this, the use of cross-curricular experiences, involves Year 2 pupils visiting the local co-op to buy the ingredients for their cooking lesson: planning and budgeting for the items that they need then going to buy the ingredients. The teaching team compliment these experiences with mastery style questions and problems to solve along the way. Cross curricular links are made where these are both possible and powerful.

In key stage 2, the pupils access the wide range of measure resources in the Academy to estimate, measure and compare capacity, length and mass. They use food packaging to read and recognise the different units of measure. This develops into design and technology lessons, in Year 5, where the pupils design, plan, budget, buy and make food items to sell to the wider community. This includes the interval of the summer productions and summer fair experiences to name a few.

### Where can I see maths around school?

All classrooms in the Academy use a consistent display approach in maths. This includes the titles of current learning, the previous topic learned, supporting recall and review skills, and a fraction area. These three areas are adapted and updated frequently to ensure that the display is used on a daily basis: to support language for maths, calculation skills and engaging pupils in their mathematics learning. Teachers ensure the content of the display demonstrates the planning and National Curriculum outcomes for the year group.

### Work beyond Witham

We know that mathematics is the core of daily life and we ensure that powerful real life experiences enhance our ingenious curriculum. Our subject leader seeks to work beyond the classroom and allow opportunities to work with the local community and wider. We engage in maths challenges with schools nearby and the wider Trust. The whole school engaged in a Trust wide SumDog competition on iPads, involving pupils answering a range of mathematics questions. During the competition, pupils could work from home or school to complete one thousand questions accurately. Resulting in awards within school and externally for successes. In upper key stage 2, a group of pupils complete the 'Primary Maths Challenge' competing against children all over the country with excellent results. A small group of gifted and talented mathematicians attend a maths challenge day at Sir William Robertson, secondary school, to be involved in a range of problem solving, mathematical challenges.

## Science

Embarking on the scientific journey at Witham St Hughs Academy is a thrilling exploration of the scientific world as we build our Science capital for all our learners. Students leave our Academy with a deep fascination for scientific inquiry and a strong commitment to the advancement of knowledge.

Throughout their time as budding scientists, they engage in hands-on experiments and investigations that

progressively broaden their understanding of the scientific realm. Moreover, they develop a diverse set of scientific skills that will serve them well in their future educational pursuits and endeavours. The principles of investigation are interwoven throughout our science curriculum, guiding children to cultivate an appreciation for the interconnections between cause and effect.

### How is science planned?

At Witham St Hughs Academy, we are committed to delivering a captivating science education that nurtures inquisitiveness and awe towards the natural world, fostering the development of active and globally aware citizens. Our approach to science teaching is designed to equip every pupil with knowledge that extends beyond their personal experiences. In our local community, where diversity can be limited, we strive to offer enriching experiences and knowledge that broaden students' understanding. The planning of our science curriculum is grounded in the requirements outlined in the National Curriculum, supplemented by valuable insights from esteemed sources like STEM Learning. We particularly focus on incorporating the principles of excellent practice in primary science. Our curriculum is meticulously structured and carefully sequenced, ensuring a clear progression for each year group. To facilitate effective progression, our curriculum is thoughtfully organised across year groups, emphasising clarity and coherence. Teachers then adapt the framework to meet the individual needs of their students. By having access to this framework, teachers remain well-informed about the existing knowledge and skills students should possess before introducing new scientific concepts. This approach allows them to guide students effectively, ensuring their knowledge and understanding align with the expected standards.

### Disciplinary and substantive knowledge

We firmly believe that students require a solid foundation in essential scientific knowledge to thrive in their scientific pursuits. These fundamental elements can be broadly categorized into four key areas: scientific concepts, scientific inquiry and investigation, scientific skills and methods, and scientific communication and application. Our curriculum is thoughtfully designed to incorporate each of these aspects at every stage of a pupil's academic journey, fostering a progressive and sequential development of knowledge and skills. In addition to this substantive scientific knowledge, it is equally crucial for students to acquire disciplinary knowledge that enables them to understand and engage with the thought processes and learning approaches of scientists. As pupils progress through our Academy, these skills are nurtured, empowering them to formulate their own scientific ideas, opinions, and

#### **A Scientific Witham pupil will:**

- be **resilient** when learning through scientific exploration, equipping themselves with the ability to understand and tackle the challenges of the world around them, igniting their curiosity.
- be confident, **respectful** and passionate when learning about the diversity of life, scientific concepts, and different scientific practices.
- be able to work in **unity** through teamwork and collaboration to investigate the wonders of science and understand how it shapes our planet and the people who inhabit it, creating informed and engaged young scientists.

#### **We will:**

- ensure **enjoyment** through learning that is enjoyable and rewarding for all students by utilizing outdoor experiments and hands-on activities to connect them with their natural surroundings.
- instill **ambition** in every child, preparing them to face the challenges, adapt to changes, and embrace the innovations of the 21st century, all through the lens of scientific exploration.

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approaches. To cultivate pupils' substantive knowledge, our teachers employ subject-specific pedagogy, teaching science in a manner that reflects the practices and mindset of scientists. This approach enables students to learn and think like scientists, fostering a deep understanding and appreciation of the scientific discipline. Our commitment to excellence in primary science extends to incorporating the principles of STEM (Science, Technology, Engineering, and Mathematics) learning. By integrating these disciplines, we provide pupils with opportunities to explore real-world connections, engage in hands-on experiments, and develop critical thinking and problem-solving skills. Our assessment approach aligns with the TAPs (Teacher Assessment in Primary Science) framework, ensuring accurate and comprehensive evaluation of students' scientific knowledge and skills. Through our holistic approach to science education, we strive to empower pupils to become proficient scientists, equipped with both substantive and disciplinary knowledge, ready to excel in their scientific journeys and make meaningful contributions to the scientific community and the world at large.

#### How is science taught?

In our Academy, the teaching of science is a captivating and immersive experience aimed at igniting a sense of wonder and curiosity about the world. Students are provided with abundant first-hand experiences and experiments, and when a physical – hands on approach is not possible, our teaching team employ innovative techniques such as video, thought experiments and use of STEM experts, to bring the science curriculum to life. Throughout the year, pupils delve into compelling topics that allow them to apply their scientific knowledge and think critically; adopting the mind-set of a scientist-, these are tied into scientific jobs. At Witham St Hughs Academy, we hold high aspirations for all learners in science, and our skilled teachers adapt their methods to ensure that every pupil can access the curriculum, while also providing opportunities for stretching and challenging the most capable individuals. Teachers regularly assess pupils' retention of previously taught concepts, structuring lessons to prioritise recap at the beginning and address any misconceptions that students may have.

Through our approach to science education at Witham St Hughs Academy, we aim to inspire a lifelong passion for scientific exploration, nurture critical thinking skills, and ensure that every pupil has the opportunity to excel and thrive in the fascinating world of science.

#### Experiences

Scientific experiences at Witham St Hughs Academy align with the National Curriculum for Science in the UK, providing students with a comprehensive understanding of key scientific concepts and skills. The curriculum is carefully designed to promote scientific exploration, critical thinking, and a deep appreciation for the natural world. In the early years, students in Reception engage in hands-on activities to develop their scientific skills and understanding. They explore the properties of materials, investigate changes in the environment, and observe and classify living organisms. These experiences lay the foundation for future scientific learning. As pupils progress into Key Stage 1, they delve into a range of scientific topics, including plants, animals, everyday materials, and seasonal changes. They learn to make observations, ask questions, and conduct simple experiments to test hypotheses. Pupils also explore the effects of forces and explore different sources of light. In Key Stage 2, the scientific experiences become more specialised and in-depth. Pupils study topics such as living things and their habitats, properties and changes of materials, Earth and space, and forces and magnets. They develop scientific inquiry skills by planning and conducting investigations, analysing data, and drawing conclusions. Students also learn

about the interrelationships between organisms and their environments and explore the Earth's structure, rocks, and fossils. At Witham St Hughs Academy, our commitment to the National Curriculum ensures that students receive a well-rounded science education. Through engaging experiments, practical activities, and the development of scientific skills, students become scientifically literate individuals who can confidently apply their knowledge to real-world situations.

#### Where can I see science around school?

You can see our Science curriculum on display in our classrooms where we share our topics- in the corridor where we share our skills in investigations, as well as some other whole-school displays. These are full of our big questions that allow us to really delve into our topics along with our work like a scientist boards that link our topics to real world jobs.

### **Computing**

Learning computing at Witham St Hughs Academy allows children to journey into the digital world of technology and beyond. Pupils at our Academy learn about the digital world through 3 main strands; Digital Literacy, Computer Science and Information Technology. Pupils are given daily opportunities to explore the many aspects of computing by using a range of digital technologies whilst also showing enjoyment, unity, ambition and resilience, at the same

time as ensuring they are operating safely and appropriately as they experience the digital world we all live in today. During a pupil's time as a Computational Thinker at Witham St Hughs Academy, they will develop a range of digital literacy skills and computational skills, which they will use and develop further in the wider world.

#### How is computing planned?

As the digital world is developing daily, we believe the computing curriculum should also develop regularly to ensure the pupils at Witham St Hughs Academy receive the most current and inspiring curriculum. Therefore, our curriculum is embedded following the National Curriculum requirements and the National Centre for Computing Education (NCCE) guidance, allowing for our pupils to receive a tailored curriculum with progressive lessons based on teacher knowledge and the latest research. As an Academy, we guarantee all computational skills are taught with progression, ensuring all skills are developed thoroughly along a pupil's journey through the Academy, equipping pupils with the correct knowledge for the digital age.

#### Disciplinary and substantive knowledge

Through using computational thinking, pupils at Witham St Hughs Academy develop substantive knowledge in computing through the 3 main strands. The first strand which is woven into our computing curriculum is 'Computer Science'. This strand allows pupils to develop their programming skills, develop an understanding of algorithms and be able to apply these computational skills to a range of digital and non-digital devices (unplugged lessons). The second strand, which is woven into our computing curriculum, is 'Digital Literacy'. This strand ensures that pupils at Witham St Hughs Academy have a secure

#### **A Computational Witham Thinker will:**

- become **resilient**, when faced with a computer science problem which can then be debugged using their computational thinking.
- conduct **respectful** digital literacy behaviours when using technology.
- be able to work in **unity** when acting as the driver and navigator during information technology activities.

#### **We will:**

- ensure **enjoyment** and progression with an exciting and innovative spiral approached curriculum for all.
- enable pupils to show **ambition** and enthusiasm for Computing through careers education and an understanding of technology in the wider world.

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knowledge of e-safety and the 4 C's: Content, Contact, Conduct and Commercialism. Our curriculum allows for the pupils to develop their understanding of using the internet safely in a range of cross curricular lessons, including Character Education, English and Wider Curriculum lessons. As the curriculum allows children to continuously build on their computational knowledge, the 4 C's are regularly and explicitly taught within each year group and unit of study. The final strand of computing delivered through our curriculum is 'Information Technology'. Information technology allows pupil to showcase their digital creative skills through a range of apps and final pieces of digital outcomes including podcasts, films and presentations, whilst ensuring our pupils understand the fundamental skills of using a computer including how to create, store, save and retrieve digital documents.

#### How is computing taught?

Our computing curriculum is taught using an approach which allows pupils to develop and expand their knowledge from EYFS to Year 6 and to ensure these skills can be utilised further in KS3. Pupils at Witham St Hughs Academy have access to a range of digital devices including laptops, iPads, programmable robots and a range of recording devices. Every year group across the Academy is encouraged to use a wide range of technologies to enhance their computing lessons whilst also developing an understanding of computing careers and unplugged activities. Witham St Hughs Academy has high aspirations for all pupils and their digital opportunities of the wider world. Pupils at our Academy who have shown a passion towards exploring the digital world further, have been provided with explicit roles as 'Digital Leaders' and 'Computing Champions'. The digital leader team work alongside the computing leaders to create relevant information for pupils and parents, this is created to inform all of the fantastic opportunities available within the digital world and to also inspire other pupils by showcasing their computing skills and new technologies. Digital Leaders also update their 'Computational Thinking' display regularly to share what they believe a 'Witham Computational Thinker' pupil should be. Here the pupils display language and explanations linked to the digital world and also career opportunities to inspire all. Alongside this, Witham St Hughs Academy regularly take part in online computing career discussions with well know computing organisations (TechShecan) and also face-to-face computing speakers and organisations who work with technology. Pupils at Witham St Hughs Academy have the opportunity to showcase their enjoyment and resilience for computing through a range of computing challenges, created by the class teachers, the computing leaders and also the Digital Leaders. These challenges are to allow for all pupils to access the computing curriculum in a creative manner and express themselves in a safe, digital format. The cross-curricular aspects allow for children to be able to learn a range of computing based skills in their computing lessons which can then be transferred to other subjects, for example Y3 pupils learn about the important historical figures during the Ancient Egyptian period and can present this information in a digital format of a comic strip. Pupil's computing knowledge and achievements are document through a class Padlet. This allows all teachers across the Academy the opportunity to understand the concepts that have been taught previously allowing for well-structured lessons to be taught and any misconceptions to be addressed.

#### Experiences

Pupils at Witham St Hughs Academy build their knowledge of computing through a vast range of experiences. Pupils have regular access to all digital technologies within the Academy and are encouraged to use these across a range of subjects to enhance their

digital literacy skills. Digital Leaders have the opportunities to host information stands at parents evening, introduce new educational apps to parents and children and also to inform the community of gaming rules, requirement and language. The Digital Leaders have had the opportunity to create and present safer internet day assemblies, vlogs and activities to both KS1 and KS2 children. All pupils have the opportunity throughout the year to take part in virtual presentations about digital careers and take part in a range of STEM based activities which include working with digital technologies. Pupils at Witham St Hughs Academy have access to range of computing extra-curricular clubs, taught by specialist outside agencies including coding and iMedia.

#### Where can I see computing around school?

Computing can be seen across Witham St Hughs Academy in a variety of places and forms, especially digitally! Teachers across the Academy document pupils' work on the digital platform, Padlet, which is shared across the Academy with teachers and pupils to model fantastic practice! Pupils' coding work is also documented on an online Scratch portal, which can be shared with teachers and pupils across the Academy as a celebration of the pupils' achievements and monitoring of their progress. Careers and computing language is showcased on the Digital Leaders display board in the corridor, which the Digital Leaders update regularly to inspire all pupils across the Academy.

#### Work beyond Witham

Pupils at Witham St Hughs Academy have had many opportunities to collaborate with outside agencies. Our computing subject leaders have worked closely with local secondary schools to source VR headsets for immersive experiences to enhance topic learning. Pupils across the Academy have had the opportunity to work with local visual art centers to create digital pieces of artwork. Within our Academy, sustainability is a great focus and the Academy is working to establish links with local universities to explore the use of technology in agriculture. Through our innovative computing curriculum, we aspire for all pupils to be prepared and exposed for the challenges and changes of the 21st century.

## **Geography**

Learning Geography at Witham St Hughs Academy is an exciting journey into the known and unknown world. Pupils should leave our Academy excited to continue exploring the world around them, and with a keen sense of responsibility for its protection. During a pupil's time as a Witham geographer, they will experience the world first hand through a range of fieldwork experiences that build progressively and sequentially over the years. They will also develop a wide range of geographical skills that will take them into the next stages of their education and beyond! Sustainability is the golden thread that runs throughout our geography curriculum, and children build their understanding of this over their time at the Academy.

#### How is geography planned?

##### **A Geographical Witham pupil will:**

- become **resilient**, when learning about the world around them and its challenges, inspiring curiosity.
- be confident, **respectful** and inspired to learn about other people, cultures and countries that are different to their own.
- be able to work in **unity** to explore the world around them and its people to create engaged, global citizens.

##### **We will:**

- ensure **enjoyment** and achievement for all by using outdoor learning and fieldwork to connect pupils to their environment.
- enable pupils to show **ambition** to improve their locational and place knowledge, understanding of physical and human geography and acquire and develop their geographical skills.

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We believe that a high-quality geography education should inspire an environment of curiosity and fascination about our world and its people and through this, promote engaged, global citizens. We believe geography teaching should equip all pupils with knowledge beyond their own experience and, in a local area often lacking in diversity, offer experiences and knowledge that explore breadth of understanding for pupils. Our curriculum is rooted in both the National Curriculum requirements for geography as well as information published by the Geographical Association with a particular focus on what constitutes excellent practice in primary geography. Our geography curriculum is coherently planned and sequenced with a clear end point for each year group.

#### Disciplinary and substantive knowledge

We believe that pupils need 4 key substantive elements of essential knowledge to excel in geography which can be broadly categorised into: locational knowledge, place knowledge, understanding of physical and human geography and finally developing geographical skills and fieldwork. Our curriculum is designed to teach each of these areas in every year group with knowledge and skills designed to build in a progressive and sequential manner.

Alongside this substantive knowledge, children also need the disciplinary knowledge to understand how geographers think and learn. As they progress through the Academy, these skills develop to allow children to form their own ideas, opinions and approaches as geographers. In order to develop pupils' substantive knowledge, teachers adopt subject specific pedagogy when teaching geography, ensuring they are teaching like geographers so that pupils can learn and think like geographers.

#### How is geography taught?

Our geography curriculum is taught in an exciting and engaging way so as to inspire a love and curiosity about the world. Children have as many first-hand experiences as possible, and where this is not possible, things like virtual fieldwork, use of digi-mapping and drone fly-throughs are all used by staff to bring the geography curriculum to life. Each year, pupils will explore 'big questions' in which they have the opportunity to apply their geography learning to an important question in which they must 'Think like a Geographer'. Whilst 'writing like a geographer' will form part of geography learning, teachers recognise that geographical understanding should not be assessed through literacy ability and literacy should not be a barrier to achievement in geography. Witham St Hughs Academy has high aspirations for all learners within geography, and skilled teacher adaptation allows all learners to access the curriculum and stretch and challenge the most able. Areas of learning are designed to carefully build knowledge and understanding over time, for example Y3 pupils learn about the world's rainforests and the importance of the Amazon River, and then in Y6, pupils deepen their understanding of rivers in a focused, off site river study. Teachers check regularly whether previously taught concepts have been remembered with well-structured lessons which prioritise recap at the start, and address any misconceptions pupils may have.

#### Experiences

Geographical experiences build in both distance and complexity across pupils' time as geographers at our Academy. In Reception for example, pupils focus on the school site and exploring the flora and fauna around them, as well as noticing how the seasons change. As children progress into Key Stage 1, they will broaden their view to our local community of Witham St Hughs and the 4 countries of the UK. They will take part in a range of fieldwork in the local area as well as visits to our coast and a local farm. As pupils move into LKS2, they broaden their horizons, exploring rainforest biomes and natural disasters. At this time, children begin studying the concept of 'case studies' in more depth and how these are a key

part of the work of geographers. In UKS2, pupils build on all of their prior learning, studying mountains and rivers, including an in-depth local river case study, conducting primary fieldwork.

#### Where can I see geography around school?

You will see lots of geography on display in classrooms, our giant world map in the corridor, as well as some whole-school geography displays. Some of these celebrate pupil responses to their 'Big Questions', some showcase work from our 'Geography Day' and some celebrate the fantastic work of our Gifted and Talented geographers across the Academy.

#### Work beyond Witham

Our geography subject leaders are always seeking to work beyond Witham St Hughs Academy and as such have linked with the CAPE project at Leeds Trinity University. This project is to develop climate change education in schools – 'Climate Adapted Pathways for Education' and is an exciting new project to be involved with!

Our subject leaders also support fellow geography leaders across the Trust running 'Subject Leader Development Groups' to ensure the highest possible geography provision across the Trust. Bespoke geography support for schools is also offered through the Teaching School Hub.

## History

Learning history at Witham St Hughs Academy gives pupils a chance to ask questions and gain an understanding about the world before they were a part of it. Lessons are carefully planned and delivered to ensure learning experiences are stimulating and spark interest, allowing children to want to learn about the past and its impact on how they live today. Children are exposed to a wide breadth of significant and influential events from local,

national and international history, which is deepened and built upon as they progress through the school. In order to engage our young learners, lessons are designed to help pupils step back in time and imagine what life was like in a given period. Pupils have opportunities to explore and discuss artefacts, access online resources and take part in experience day workshops provided by external agencies – all focused on bringing the past back to life! They will also develop a wide range of historical skills such as understanding the causes and consequences of historical events and how to make thoughtful suggestions about how things can be changed for a better future!

#### How is history planned?

History lessons at Witham St Hughs Academy are designed to answer a 'big' question, a question that we are aiming to be able to answer by the end of a unit. Lessons are planned thoughtfully to ensure children learn key facts and concepts – alongside developing skills such as chronological understanding, an ability to compare and contrast, evaluation of historical evidence and an understanding of impact. Lessons are structured to help children initially understand history through making links to their own experiences and events from within their living memory. Each year, the topics we learn about step further back in time,

#### **A Historical Witham pupil will:**

- Show **respect** and empathy when learning about the past, ensuring they make thoughtful and considerate contributions towards differences.
- Work in **unity** to collaborate with peers positively, ensuring they ask insightful questions, share meaningful discussions and access high quality resources in a team.
- Be **resilient** in their learning of abstract concepts, showing perseverance and determination to understand the impact the past has had on modern day life.

#### **We will:**

- ensure **enjoyment** and achievement for all by providing learners with primary and secondary sources to access the past in a range of ways, and by delivering lessons which are stimulating and engaging.
- enable pupils to show **ambition** to improve their understanding of significant people, places and events, from local, national and international history– whilst developing an understanding of chronology.

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giving children a rich exposure to a range of significant events and to give children the ability to compare life in different periods. For example, Year 2 pupils learn about the moon landing and what life was like during this time, and Year 4 pupils learn about Ancient Greece. Our curriculum is rooted in both the National Curriculum requirements for history, as well as information published by the Historical Association, with a particular focus on what constitutes excellent practice in primary history. We are also very lucky to have a history specialist, Stuart Tiffany, who helps teachers devise engaging and exciting lessons that inspire a curiosity about the past.

#### How is history taught?

A key part of our history learning, is ensuring that children grasp a good understanding of chronology, and where events fit into the wider picture of the past. In classrooms, there are timelines which are referred to regularly in both history and wider curriculum lessons, when mentioning an event or individual from the past. When being introduced to a new 'big' question for a unit, children can view our whole school timeline to understand what point in history they are learning about, helping them to make vital comparisons and conclusions. As much as possible, we try to bring historical learning to life by using real artefacts in lessons and having 'experience' days for our topics, where we often have specialist visitors come into school and deliver workshops with a range of resources. Historical concepts, such as cause and consequence, and change and continuity, are introduced to our pupils through flashcards in each lesson. This allows our learners to become better exposed to historical vocabulary and subsequently be able to explain their understanding through the concepts outlined in the national curriculum. Whilst 'Writing like a Historian' will form a part of history learning, teachers recognise that historical understanding should not be assessed through literacy ability and literacy should not be a barrier to achievement in history. Witham St Hughs Academy has high aspirations for all learners within history, and skilled teacher adaptation allows all learners to access the curriculum and stretch and challenge the most able. A vital part of our lessons is the recap aspect at the start, where teachers check if previously taught concepts have been remembered. This helps pupils to learn new information whilst retaining prior knowledge, helping facts to move to their long-term memory.

#### Where can I see history around school?

History can be seen from the moment you enter the school building with our whole school timeline, taking up the whole distance of our school corridor! All classrooms are located down our central corridor and children are able to access the school timeline, every day. Inside our classrooms, there are learning journeys for our units of learning and topic specific timelines which teachers add to and refer to in lessons throughout the academic year. Classroom displays are effectively designed to showcase knowledge in classrooms. They include key historical concept flashcards, examples of pupils' hard-work in lessons, topic related fiction and non-fiction texts, and topic specific vocabulary to support learning.

## **PE**

Learning PE at Witham St Hughs Academy is all about experiencing a wide variety of sports. Pupils should leave our Academy with a passion to stay fit and active, having found at least one sport they enjoy. During a pupil's time as a Witham sports person, they will encounter a range of both classic sports like netball, as well as lesser-known modern

sports such as boccia. This wide-range of sports allows pupils access to PE in all areas of our Academy, and allows pupils to build upon the skills they have learned by regularly revisiting sports as they continue their journey through our Academy.

### **How is PE planned?**

We believe that a high-quality physical education should inspire an environment centered on a love of sport. We believe PE teaching should equip all pupils with the confidence to try something new, and inspire pupils to find a new passion and hobby within sport that can be followed beyond their time at our Academy. It is because of this, that we follow a scheme of learning, which is very much rooted in the National Curriculum requirements, called GetSet4PE. Within this, pupils follow a very clear sequence of learning that progresses their skills and knowledge across a wide range of sports.

### **How is PE taught?**

Our PE curriculum is taught in a way that provides an opportunity to inspire our pupils to find a love of sport. Children are exposed to a wide-variety of sports to enable them to find the right sport (or sports) for them. We ensure this can happen by teaching PE twice per week; once with our PE specialist teacher, and once with their class teacher. This allows pupils the opportunity to explore and experience two sports every half term. Mr Medley is our sports specialist teacher, with a wealth of experience in coaching and working with children. Alongside providing lessons for our pupils, he also works closely with teachers to share his knowledge to ensure PE lessons are of the highest quality. Mr Medley also runs several afterschool sports clubs, and is at the center of organising competitive events for our pupils. The sports chosen to study per year group are carefully selected in a way that allows pupils to revisit and build on prior skills as they continue their journey at our Academy. We are continually changing and adapting to the world that we live in, so are regularly looking for ways to introduce new sports, whether that be through providing experience days, sports days or extra-curricular sports clubs.

### **Extra-Curricular sport**

We understand that lots of our pupils already attend sports clubs outside of school, and so, within our Academy, we give pupils the opportunity to try something new. We do this by providing pupils at Witham St Hughs Academy with a wide-range of after school sports clubs that complement their curiosity to try something new, as well as providing opportunities for pupils to continue a sport they already have a passion for. Alongside the after school clubs provided, we understand the need for competition within sports. Because of this, we offer the opportunity for pupils to compete in sports, either individually or as part of a team. This

#### **A Sporting Witham pupil will:**

- become **resilient** when faced with the challenge of learning a new skill.
- be **respectful** in both victory and defeat when competing.
- be able to work in **unity** during team sports to ensure the best possible result for the team.

#### **We will:**

- ensure **enjoyment** and achievement for all by providing a wide range of sporting opportunities to enable pupils to discover their hidden.
- enable pupils to show **ambition** by providing opportunities to compete in school, for school and outside of school.

*Show ambition for all – exposing and exploring music with our children to experience a wide range of musical opportunities.*

competitive element allows pupils to work on their team-building, social and problem-solving skills as well as being a fun and memorable experience.

### Experiences

Sporting experiences are everywhere at Witham St Hughs Academy, increasing in complexity as pupils continue their journey at our Academy. We aim to provide every year group with a memorable sporting opportunity outside out of their weekly PE lessons. Whether that be experiencing their first sports day, learning a dance for a production, going to a mini Olympics event or going on a residential trip, packed with outdoor adventurous activities. We have significant participation in competitions across Lincolnshire to provide pupils, who are passionate about a sport, the opportunity to represent our Academy competitively. Through this, pupils are able to develop their ambition as well as their resilience, enjoyment, unity and respect.

### Where can I see PE around school?

Depending on the time of year, you will see sport either inside, outside or both. We make excellent use of our field (when the weather permits) and also have the use of the hall for indoor sports such as dance and gymnastics. We regularly celebrate our sportspeople in assemblies where they are given the opportunity to share their sporting successes from outside of school. Sport can be seen after school with a wide-range of sporting clubs being offered every night. Alongside this, we like to welcome other schools to our Academy for after school competitions and leagues, such as football and netball.

### Work beyond Witham

A huge part of our sporting ethos is to enable pupils to find their talents and passions. Through this, it is massively important to us at Witham St Hughs Academy that pupils continue sports beyond our Academy, and understand that they can form a career from sport. We like to welcome athletes and other sportspeople into our Academy to talk about their successes, and how they were able to create a career out of their passion.

## Religious Education

Our curriculum has been carefully and coherently planned and sequenced to link with our Character Education curriculum, which prepares pupils for life after Witham St Hughs Academy. This approach ensures high expectations for all pupils regardless of disadvantage or SEND need. We believe Religious Education should equip pupils with knowledge beyond their own experiences and personal beliefs. In a local area, often lacking in diversity, it is essential that Religious Education that allows pupils to gain a deeper understanding of others' faiths. Children will also compare religious beliefs to current society, and develop an understanding of what Atheism is.

### How is RE planned?

Religious Education is taught in every year group for approximately one hour per week. These lessons are planned carefully using the Religious Education Framework. The curriculum allows for a child to progress from the foundation stage to Year Six and receive a

#### **A pupil studying Religious Education at Witham will:**

- be **respectful** and tolerant when learning about religious beliefs and customs around the world.
- become **resilient**, when asking questions about whether other world views and beliefs that are different to their own.
- Be able to work in **unity** to become well-rounded, knowledgeable and understanding pupils.

#### **We will:**

- ensure **enjoyment** by providing opportunities to go on visits to places of worship and inviting visitors into classrooms and assemblies to share their views and customs with Witham pupils.
- enable pupils to show **ambition**, when improving their knowledge of world views, building upon their previous knowledge and showing curiosity to delve deeper into new learning.

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varied and plentiful knowledge of Christianity, Hinduism, Islam and other world views such as Humanism. The curriculum has been designed to provide teachers with many clear, precise learning targets and further questions for the teacher's guidance and planning. For example, in the 'Understanding Christianity' topic, the learning targets progress year on year to ensure children are expanding upon and deepening their knowledge within this specific area.

#### Disciplinary and substantive knowledge

We believe that pupils need key substantive elements of essential knowledge to excel in Religious Education. This can be categorised into Understanding Christianity, Compulsory units and Additional units of knowledge. The 'Understanding Christianity' units we teach are: Incarnation, Salvation, Creation and God. The 'Compulsory' units of learning we teach are Islam and Hinduism and 'Additional' units, incorporate the world views, including Humanism. In addition to this, children also need the disciplinary knowledge to understand how the substantive knowledge has been handled in different fields of enquiry over human history. As they progress through the Academy, these skills develop to allow Witham pupils to become tolerant, understanding and open-minded individuals. We do this by building confidence in specialised knowledge of Religious Education and developing specialised skills.

#### How is RE taught?

We aim for our pupils to become rich in religious literacy through a balanced Religious Education curriculum. We teach this through the three lenses: believing, living and thinking. Believing looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. Thinking is about finding out how, and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. Living explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Witham St Hughs Academy has high aspirations for all pupils in Religious Education and therefore pupils are not solely assessed through their literacy ability. Teachers can assess Religious Education through retelling of stories, verbal discussions, role-play, debates, sequencing activities and many other practical experiences, such as taking the children outside. Teacher adaptation allows for all pupils to achieve and thrive.

#### Experiences

Visitors and trips are woven thoughtfully into the curriculum to allow children to embed and experience new knowledge of the real world. Assemblies – with visitors where possible – are planned to further pupil's knowledge of the religions and world views taught at Witham St Hughs Academy.

#### Where can I see RE around school?

Religious Education learning is displayed in many different areas across the Academy. This includes on classroom displays, children's Religious Education books, assemblies, visitors from religious places of worship in school and corridor displays including religious books.

#### Work beyond Witham

Our Religious Education subject leaders are always seeking to work beyond Witham St Hughs Academy and as such have worked closely with the local advisor for Religious Education in Lincolnshire. This partnership has enabled our Academy to have the most up-to-date information, which has helped to carefully design our framework.

## Art

Art at Witham St Hughs Academy inspires our pupils to express themselves and nurture their creative skills.

Our art lessons allow pupils to explore famous artists, practise techniques and research a range of pieces of art; exposing them to different cultures and the wider world.

The sequence of teaching ensures all pupils experience

the joy of exploring art. We believe that art lessons should radiate enjoyment, mindfulness and individualism. Alongside a focus of famous artist, we draw upon current or future jobs involving art that our pupils may aspire to have a career in.

### How is art planned?

The curriculum at Witham St Hughs Academy is coherently planned and sequenced learning opportunities allows pupils to expand and build sufficient knowledge and skills. We use a sequenced sketchbook approach from Year 1 to Year 6 which encompasses practise and exploration time for all. This encourages the pupils to discover their creative understanding and express themselves whilst studying artists, art work and techniques. The inspired sequence of lessons offer the pupils a wide range of creative opportunities: to make detailed observations and drawings; study and compare famous artist's work; use a range of drawing skills and techniques with a range of media and thorough planning of a final piece. We believe that our pupil should have the artistic license to plan their own final piece and our exceptional sketchbook style ensures that pupils build skills and experience towards their own piece. The journey they take is clear in sketchbooks: showing how they have arrived at their unique final pieces. The coverage of collage, print making and sculpture is revisited in each year group resulting in a competent level of control over the use of materials and tools which can be evidenced over time. Within each year group, the planning ensures that pupils are exposed to a wide range of inspiring artists. Each year group study a different artist relevant to the journey that they are taking (drawing, painting, collage, print making, textiles, sculpture) which guarantees the development of cultural capital. These artists have been well thought out with the consideration of historical famous artist, Monet and Da Vinci, protected characteristics and more modern artist from the current day.

### How is art taught?

Our sketchbook sequencing is pivotal for our artistic approach to teaching art at Witham St Hughs Academy. We believe that the sketchbooks allow pupils to explore art in a deeper, more holistic, way. Lessons are engaging and involve learning about artists, famous art work and all the elements of art. Art is a subject rich with culture and individuality, here at Witham St Hughs Academy, we aim to capture that within our lessons. Artists are studied, and techniques are thoroughly explored through all year groups.

### Experiences

Our distinct approach to art allows pupils to really invest in their own learning and develop an understanding of their own next steps and targets. Opportunities to practise, explore and develop techniques encompasses our Witham value of 'resilience' where all pupils can go on

#### **An Artistic Witham pupil will:**

- be able to work in **unity** to develop pieces of art and share skills and experiences
- engender the confidence and **resilience** to consistently rehearse artistic skills irrespective of outcome
- be **respectful** to other artists and their culture; using them to build knowledge and be inspired in their own work

#### **We will:**

- ensure **enjoyment** and achievement for all by delivering engaging opportunities for pupils to flourish in their sketchbooks and final pieces
- enable pupils to show **ambition** when exploring art techniques and their creative skills

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an artistic journey in their sketchbooks. Larger pieces of art are encouraged to study, and are completed in all year groups to show the variation of art in the world around us. For example, Year 1 pupils have completed a giant 'art attack' style piece to explore their collage learning and how things can be layered to form different shades and colours for their beach artwork. We provide a well-attended art club within our enhanced provision after school, where art is delivered every week throughout the year. Sharing a wide range of additional experiences for pupils in the Academy. Exploration of media and continuing to improve the art skills gained in lessons.

#### Where can I see art around school?

Art is enjoyed and celebrated everywhere in our Academy! You can enter any room or corridor and you will be greeted with beautifully thought out pieces planned and created by the pupils. From a celebration of the Queen's Jubilee, to the sketchbook learning in the corridor tracks. All classrooms display and celebrate the work that pupils complete in all subject areas. The walls are donned with vibrant and colourful artwork.

#### Work beyond Witham

Our art subject leader has worked alongside LEAD Teaching School Hub Lincolnshire and the Lincolnshire SCITT programme to deliver high quality art training to trainee teachers over the past two years. Feedback from this training has commented on the inspiring approach to art teaching and learning, as well as providing trainee teachers with examples of what pupils across each year of primary school can achieve in art.

### **Design Technology**

At Witham St Hughs Academy, the teaching of design and technology involves the application of skills for life. Pupils develop an authentic creativity and understanding of practical, real-life problem solving. We believe that pupils should have an ownership of their learning and be given the freedom to explore and take appropriate risks. With consideration of something, somebody for some purpose, we allow the pupils to aim for an outcome that is tailored to them and follows a real-life brief.

#### How is DT planned?

The curriculum at Witham St Hughs Academy is coherently planned and sequenced and designs learning opportunities to allow pupils to expand and build sufficient knowledge and skills. Every pupil has a right to be exposed to a broad and balanced curriculum and to understand the impact design and engineering has on their world. In addition, the design and technology curriculum includes cooking and nutritional skills to support an understanding of where food comes from and food preparation, cooking and nutritional values. The curriculum is planned and taught using a progressive methodology to inspire the pupils and engender a positive relationship with food.

#### Disciplinary and substantive knowledge

We believe that pupils need 4 key substantive elements of essential knowledge to excel in design and technology, which can be broadly categorised into: designing, making, evaluating

**In Design Technology, a Witham pupil will:**

- Become confident and **resilient** when faced with a challenge to design and build innovative products.
- be **respectful** and inspired to understand the impact that design and engineering has on their world.
- be able to work in **unity** as they explore and take appropriate risks. With consideration of something, somebody and for some purpose. We allow pupils to aim for an outcome that is tailored to them and which follows a real-life brief.

**We will:**

- ensure **enjoyment** and achievement for all by using real-life briefs and encouraging a positive relationship with food.
- enable pupils to show **ambition** as they explore job roles and establish a range of cultural capital.

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and technical knowledge. Our curriculum is designed to teach each of these areas in every year group with knowledge and skills designed to build in a progressive and sequential manner. Alongside this substantive knowledge, children also need the disciplinary knowledge to understand how we think and learn through DT. As they progress through the Academy, these skills develop to allow children to form their own ideas, opinions and approaches as innovators. In order to develop pupils' substantive knowledge, teachers adopt subject specific pedagogy when teaching DT. We ensure we link the different skills to the many various industries linked to DT, in order to show children where these skills can help them in their wider life.

#### How is DT taught?

At Witham St Hughs Academy, we recognise the importance of encouraging pupils to think and intervene creatively to solve problems around them. We provide opportunities for discovery and challenge, and for pupils to take great responsibility for their learning. We want our children to understand how and why the things that surround them have been made and to learn the skills to make themselves. At Witham St Hughs Academy, children develop technical understanding, skills, learn about design methods and investigate their environment and everyday materials. We are committed to encouraging children to foster an enjoyment, satisfaction and purpose in designing and making. It provides first-hand experiences for children to explore attitudes towards the world and how we live and work within it. Through the four core principles of DT, children will have the opportunity to complete market research, design, create and evaluate their design. All units will focus on ensuring their creation is always designed with 'someone, something and for some one' principles. Areas of learning are designed to carefully build knowledge and understanding over time, for example Y3 pupils learn about the technical skill of sewing a toy sloth for a gift, and then in Y6, pupils deepen their understanding of textiles by designing and stitching a pillow as a Christmas gift for the other classroom book corners. Teachers check regularly whether previously taught concepts have been remembered with well-structured lessons which prioritise recap at the start, and address any misconceptions pupils may have.

#### Experiences

Within DT, each new unit lends itself for the opportunity to create exciting experiences for our pupils. We encourage learning to be for real events, for example our Year 5 pupils making a leavers picnic for their Year 6 peers. They used innovation to complete market research, design and then create. In EYFS children have the opportunity to develop their design skills daily through their discovery zone and creation station within each classroom. This allows children to develop fundamental language to explain what they want to create and how they intend on create this. Children in KS1 have the opportunity to attend a cooking club after school, developing a passion for nutrition and developing technical skills.

#### Where can I see DT around school?

You will see design and technology all around Witham St Hughs Academy. You can see children's projects proudly displayed alongside fantastic photos from projects that children have attended. You will see children's designs being practically used in within the classroom like the Year 6 pillow designs. Design and technology is always seen in our EYFS classrooms in our discovery zones and creative stations.

## French

At Witham St Hughs Academy, we believe that learning a language provides an opening to other cultures and deepens pupils' understanding of the world. Pupils should have an opportunity to contribute to the development of their general linguistic competence through the learning of another language. We recognise the importance of this as a life-long skill. Every pupil in Key Stage 2 has an entitlement to language learning.

### How is French planned?

We believe that high-quality French planning will enable pupils to access our detailed, ambitious curriculum. Our French curriculum is planned thoroughly to ensure that a wide range of French topics are covered whilst also giving our pupils an opportunity to learn about France and its culture. We follow the Language Angels scheme of work, which is a progressive program of study that has been created by Modern Foreign Language specialists. It is progressive and differentiated, and enables pupils to access a broad variety of vocabulary and grammar aspects as they move through school.

### How is French taught?

Our French curriculum is taught through games, songs and tasks to ensure that the learning of languages at Witham St Hughs is interactive, enjoyable and enthusiastic. The 'Language Angels' scheme includes bespoke planning which contains sound bites of spoken French to improve accuracy of pronunciation and develop fluency. Our main aim throughout KS1, where the teaching of languages is non-statutory, is that pupils will develop an awareness of other languages and cultures. As an Academy, we want pupils to develop an interest in language, as well as cultural capital through learning about other people and places. KS1 pupils are exposed to French at an introductory level, learning vocabulary for the numbers to 10, colours and French greetings. This allows pupils to gain a basic understanding of French as a language before progressing their knowledge further in KS2. During French lessons, Character Education lessons and Geography lessons, our KS1 pupils deepen their understanding of the world around them. In KS2 at Witham St Hughs Academy, a wide range of topics are covered in the French curriculum to ensure a broad understanding of the language. In Years 3 and 4, we aim to focus on basic vocabulary and an understanding of conversational French, which would be useful when travelling to other countries. With this, a basic understanding of written French is introduced with children writing short phrases and sentences. All children are exposed to learning French through speaking, listening, reading and writing in their lessons. In Years 5 and 6, we aim to focus on core French vocabulary, introducing grammatical concepts and the skill of using a French dictionary for translation and gender recognition.

### Experiences

As well as learning a new language, during French lessons in Witham St Hughs Academy, our pupils are able to explore French culture. In September 2023, pupils will have dedicated French lessons in certain topics that will be focused around learning about France. These

#### **A Linguistic Witham pupil will:**

- become **resilient**, when learning a unfamiliar language to them, gaining an element of spontaneity to want to communicate what they want to say.
- be confident, **respectful** and inspired to learn about other people, cultures and languages that are different to their own.
- be able to work in **unity** to hold conversations, learn languages through songs and celebrate the similarities and differences of countries around the world.

#### **We will:**

- ensure **enjoyment** and achievement for all by using a pupil-friendly, interactive program which helps pupils learn through songs, games and fun activities.
- enable pupils to show **ambition** to improve their accuracy and pronunciation and acquire knowledge of other languages and cultures beyond their own experience.

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lessons are a way to develop pupils' ambition to find out more about cultures around the world, leading to increased opportunities of success as they progress through the Academy and life beyond school. Some examples of these experiences can be found below:

Experience	French Topic
French food tasting	Au salon de the
Learning about French musicians and music	Les instruments
A case study on the longest French Rivers	Le fleuves et le temps
Watching videos of home life and school life in France	En classe
Learning all about French fashion week	Les vêtements

### Where can I see French around school?

Displays are consistent throughout the school; you will see French displayed in each KS2 classroom highlighting current learning. Our French displays include key vocabulary, a map of France and a space for pupils to showcase their writing in French. These displays are regularly updated to stay in line with the current topic of teaching and learning, and are referred to in lessons to support children. In KS2 classrooms, the French date is also displayed daily, and a French visual timetable is used in Years 5 and 6.

### Music

Learning music at Witham St Hughs Academy is an exciting and inspiring journey into a world of musical exploration and discovery. Pupils should leave our Academy with a passion to continue to engage with, perform in and create their own music as they mature into adulthood. This will be for the enjoyment of themselves and others via their own musical creations and performances. During a pupil's time as a Witham musician, they will have a wide variety of experience of performances, along with the chance to listen to performances that inspire them. They will have opportunities to play a variety of musical instruments from djembes, ukuleles, trumpets and more. Furthermore, they will develop a keen listening ear from a broad exposure to a variety of musical genres from around the world. Their musical understanding will support them as they progress into the next part of their journey into KS3.

### How is music planned?

We believe that a high-quality music education should inspire an environment of exploration, creativity and flair for music – creating inquisitive musicians who want to know how music is created and performed. We believe music teaching should equip all pupils with

#### A Musical Witham pupil will:

- become **resilient**, when learning new instruments and taking part in different musical activities.
- be confident, **respectful** and inspired to learn about a variety of musical genres and support and encourage their friends when they are performing.
- be able to work in **unity** to join in collaborative musical pieces, in performance, improvisation and composition.

#### We will:

- ensure **enjoyment** and achievement for all by offering a varied and exciting curriculum and ensure a wide range of peripatetic lessons are available to all children in KS2 and whole class music opportunities for all children in the Academy.
- enable pupils to have **ambition** through an exposure to a wide range of musical instruments and opportunities.
- ensure all children have an opportunity to play and explore music.

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the knowledge and experiences which will inspire them, and give them the opportunities to access music at their own level. Our curriculum is rooted in both the National Curriculum requirements for music as well as information published and recommended by the Department of Education within the Model Music Curriculum.

#### Disciplinary and substantive knowledge

We believe that pupils need four key elements of essential knowledge to excel in music which can be broadly categorised into: musicianship, composing, singing and listening. Our curriculum is designed to teach each of these areas in every year group with knowledge and skills which are built upon progressively and in a sequential manner. Alongside this substantive knowledge, children also need the disciplinary knowledge to understand how musicians read, play, perform and most importantly enjoy music. As they progress through the Academy, these skills develop, to allow children to form their own ideas, opinions and creativity as musicians. In order to develop pupils' substantive knowledge, teachers adopt subject specific pedagogy when teaching music, ensure they are teaching like a musician so that pupils can learn like musicians. To support these aspirations, specialist music teachers support children in their learning in Years 3, 4 and 5.

#### How is music taught?

Our music curriculum is taught in an exciting and engaging way so as to inspire a passion and desire to see, hear and take part in musical experiences throughout life. Children have many opportunities to take part in first hand musical experiences to bring our curriculum to life. Throughout their musical journey at Witham St Hughs Academy, children will have the opportunity to play djembes, ukuleles, recorders, glockenspiels, un-tuned percussion and samba. We also offer a wide variety of peripatetic lessons for strings, woodwind, brass and percussion instruments. Uptake of these opportunities are very high, with over 50% of our KS2 pupils learning an instrument in 1:1 or 2:1 peripatetic lessons. Witham St Hughs Academy has high aspirations for all learners within music, and skilled teacher adaptation allows all learners to access the curriculum and stretch and challenge the most able. Areas of learning are designed to carefully build knowledge and understanding over time, for example Year 2 children will show their learning through graphic and dot notation, where in Year 3 children begin to learn and use musical notation on a musical staff. They will build in confidence in reading musical notation, and by Year 6, pupils deepen their learning and understanding through their use of notation in their own compositions. Teachers regularly recap previous learning to ensure that learning is sustained and built upon, and allow for misconceptions to be addressed and corrected. The use of accurate and ambitious music technology is also expected through our curriculum, where children can also build their composition skills via editing apps and editing software.

#### Experiences

Musical experiences are a-plenty and build in both exposure and complexity across pupils' time as a musician at our Academy. In the Foundation Stage, for example, pupils will focus on exploration of music through play, in a safe and familiar environment while also looking at familiar rhymes and songs that they can enjoy listening to and taking part in. As children progress in to Key Stage 1, they will broaden their musical skills by learning to play the djembe drums in whole class music lessons, and pupils also begin to take part in weekly singing assemblies. As pupils move into LKS2 their musical exposure broadens as a specialist music teacher facilitates their learning. At this point, children begin to develop the skills of reading and writing musical notation on a musical staff. In UKS2, pupils build on all of their prior learning, and have an expert from the local music hub to support their learning to play

the trumpets and trombones in whole class music lessons. These experiences and skills go on to inform their own use of music and notation in pupils' own compositions in Year 6. Outside of the classroom, children in the school choir meet weekly and regularly perform in assembly or take part in other wider community events, such as carol concerts and even trips to the local theatre to sing alongside other schools. Pupils aspire to be part of our choir, which is currently over 50 pupils strong! Our more experienced musicians have had the opportunity to watch the Halle Orchestra perform at the Royal Concert Hall in Nottingham, and they also have the opportunity to play along with them at these events.

#### Where can I see music around school?

From the moment you walk in the door! You will see music on display in the corridor, showcasing some of the amazing activities and talents that take part throughout the year including whole class lessons, ensembles, choir and peripatetic lessons. Each year four productions take place across the Academy, from Foundation Stage to Year 6, where all children have the opportunity to perform in front of their peers, families and carers. In our school library two music pods are used daily to support the learning of children who engage in peripatetic lessons, and pupils can also use this space to spontaneously practice and enhance their own musical skills. Listen out on a Wednesday afternoon, and you will hear the glorious choir rehearsing along with weekly singing assemblies in Key Stage 1 and 2 respectively, where all children are taught how to sing collaboratively. Our enhanced provision offers a variety of musical clubs for children to take part in outside of the school day from marching band to music technology.

### **Character Education**

At Witham St Hughs Academy, we put great emphasis on the importance of preparing pupils for life as young people after Witham St Hughs Academy, and we truly believe that success is not solely measured by academic achievement. Our Character Education curriculum has been carefully designed to include all elements of PSHE, British Values, SMSC and philosophy with a clear understanding that, "We need knowledge to live in a complex world, but we do not live by knowledge, we live by beliefs and values." At Witham St Hughs Academy, children's wellbeing, happiness and safety are our first priority, and our Character Education curriculum is the key vehicle through which we share this with children. This is an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We believe that our Character Education teaching should equip pupils with knowledge beyond their own experience and, in a local area often lacking in diversity, offer experiences that will allow pupils to make informed decisions about their health, wellbeing and relationships. This curriculum is rooted in both the National Curriculum guidance released in preparation for mandatory teaching of Relationships and Sex Education from 2020 as well as information published by the PSHE Association.

#### **A Witham pupil will:**

- become **resilient**, when managing their own emotions and solving problems.
- behave with the utmost **respect** and maturity when learning about, and discussing others' opinions, values and lifestyles that are different to their own.
- be able to work in **unity** when learning collaboratively with others.

#### **We will:**

- ensure **enjoyment** and achievement for all by creating an inclusive and welcoming environment for all pupils regardless of background, need or protected characteristics.
- enable pupils to show **ambition**, striving to be the best they can be, both now and in the future.

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We have a strong belief that all pupils should have equal access to powerful knowledge because “it is this knowledge that provides the best understanding of the world that we live in and helps us go beyond our individual experiences.” (Young 2013). This quote encompasses the purpose of our Character Education curriculum in order to fully prepare pupils for life after Witham St Hughs Academy as well as providing them with the opportunities and the platform they need to explore, develop and build upon their own values and beliefs.

#### How is Character Education taught and planned?

Explicit Character Education lessons are taught in every year group weekly. These lessons are taken from the Character Education medium term plans which have been carefully and coherently designed using objectives taken from the PSHE association programme of study which also incorporate the statutory guidance which is compulsory from September 2020. This curriculum is divided up to cover the following areas of relationships and health education:

- Friendships and respecting self/others.
- Healthy Lifestyles (Physical wellbeing)
- Mental Health and wellbeing
- Families and close positive relationships
- Safe relationships/Managing hurtful behaviour
- Keeping safe

The lessons are then planned and sequenced to be taught using a range of approaches including a philosophy ‘enquiry’ based approach. British values are a central part of our Academy vision of preparing pupils to be active citizens in the wider world. One British Value each half term is used as an overarching focus for Character Education lessons to be revisited weekly in lessons and in assemblies across the term. Character Education is not solely taught through explicit lessons. All elements of the school day contribute to the building of our pupils’ character. This will be seen and taught during many elements of the school day such as playtimes, lessons, conflict resolution, assemblies, lunchtimes, morning work and trips.

#### Experiences

Visitors, experience days, trips, theatre shows and assemblies are woven into the curriculum for pupils to explore and embed skills and knowledge in a range of ways.

Children and parents also have the opportunity to take part in workshops and drop in sessions throughout the year with ‘Healthy Minds’ to explore a range of strategies to support positive mental wellbeing. Lincolnshire County Council also deliver workshops across the Academy around the theme of staying safe. These include road safety workshops, healthy relationships and substance misuse.

#### Where can I see Character Education around school?

The impact of our Character Education curriculum will be seen and heard in all that the children say and do. Pupils’ behaviour and conduct will be noticeably exemplary. Pupils will demonstrate, by their actions, a deep understanding of the wide range of personal development learning that they are encountering. Pupils will play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. The wide range of books available in our school library, and outlined in our reading spine, celebrate and promote the protected characteristics. These books can be seen in classrooms, corridors and in the library.

### Work beyond Witham

The Character Education leader has worked with RSHE specialist, Catherine Kirk to refine and reflect on our Character Education curriculum and Catherine has delivered whole staff training about high quality approaches to teaching about the protected characteristics. A range of visitors, outside agencies, enhanced provision providers and trip co-ordinators, have noted our pupils' behaviour, maturity, and utmost respect for others.

### Ourselves growing and changing

In the summer term, children will also be taught a module called, 'Ourselves, growing and changing'. These lesson objectives are coherently planned from Year 1- Year 6 and teach children about elements such as the scientific vocabulary for body parts, puberty, self-esteem, menstruation, consent and managing change. Although Sex Education elements are not statutory at Primary level, the Department for Education RSHE 2019 guidance states: 'The Department continue to recommend that all primary schools should have a sex education element tailored to the age and physical and emotional maturity of pupils.' Sex education is taught in years 5 and 6 at Witham St Hughs Academy and parents are informed of when these lessons will take place. Parents are also informed of the content of the lessons and are invited to view materials that their children will be using. Parents have the right to withdraw their child from all, or part of, the sex education provided at the school, except for, those parts included in the National Curriculum. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

### Outdoor Learning

Outdoor learning at Witham St Hughs Academy is a practical and fun experience that centres around developing our school values of resilience, unity and enjoyment. Outdoor learning provides children with the chance to develop problem solving skills in many different contexts, as well as giving children the opportunity to develop their teamwork skills when working in the outdoor learning space with their peers. The most important aim of our outdoor learning curriculum is to provide opportunities for pupil enjoyment, with huge benefits to mental wellbeing through contact with nature. At Witham St Hughs Academy, we are lucky enough to have a designated wildlife area called 'Witham Woods'. This area has a pond, a bird hide, den building area, digging/mud kitchen space, wildflower garden, camp fire space and bug hotel. Outdoor learning takes place in this space, supporting children's mental wellbeing through contact nature, as well as inspiring a love of the great outdoors which we hope children will take with them as they leave the Academy. Pupils should leave our Academy with good communication and problem solving skills, excited to continue exploring the world around them, and with a keen sense of responsibility for its protection.

### How is outdoor learning planned?

We believe that outdoor learning should spark curiosity and fascination about the world, and motivate children to want to spend time in the great outdoors, with a long term aim of inspiring children to protect our planet. Pupils are offered a progressive curriculum with age appropriate lessons for each year group taken from 'Learning through Landscapes', the UK's leading outdoor learning and play charity. Designated, well planned lessons are assigned to each year group to offer a challenging yet age appropriate curriculum. As well as these planned year group lessons, sessions are also offered to groups of mixed age pupils to support mental wellbeing throughout the year.

### How is outdoor learning taught?

Our outdoor learning curriculum is taught in an exciting and engaging way so as to inspire enjoyment and motivate children to spend more time outside. Outdoor learning provides children with unique first hand experiences and practical problem solving opportunities. Each year, pupils will build on their prior experiences through a sequential age appropriate curriculum to become resilient and motivated learners.

### Experiences

The outdoor learning curriculum aims to offer children unique learning opportunities that would not be possible inside the classroom. These experiences build in complexity across pupils' time within the Academy, becoming more challenging as the children progress in both age and experience.

### Where can I see outdoor learning around school?

We are extremely lucky to have a designated space for outdoor learning within the Academy called 'Witham Woods', which we are continuously renovating. This space can be found outside at the edge of our school field, however, the love of the great outdoors can be seen throughout school when speaking to any pupil about their experiences there!

### Work beyond Witham

Our outdoor learning subject leaders are always seeking to work beyond Witham St Hughs Academy and develop links with the wider community. 'Wild in the Woods', a local woodland based educational setting, have recently supported staff and children in developing the Witham Woods, and we hope to work with more local groups very soon!