



Appendix A

Soho Parish

Curriculum statements for all subjects / aspects



Subject	Written by	Date
Art and Design Technology	Hannah Peaty	September 2019

Intent

We value Art and Design Technology as an important part of the children's entitlement to a broad, balanced and rich curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. Each Art and Design technology project is linked to the over-arching curriculum concept for that term and makes cross curricular links with learning in other subjects.

In D&T we follow the 'Projects on a Page' scheme which provides progression and coverage of the NC programmes of study for KS1 and 2. Each DT project includes three types of activity:

- **Investigative and Evaluative Activities**- where children learn from a range of existing products and find out about D&T in the wider world
- **Focused Tasks**- where they are taught specific technical knowledge, designing skills and making skills
- **Design, Make and Evaluate Assignments**- where children create functional products with users and purposes in mind

Art and Design and technology takes place as part of the weekly timetable for KS1 and KS2.

This includes the opportunity to:

- develop their arts specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works
- design and create their own work individually or in collaboration with their classmates
- take part in workshops with professional artists and craftsmen
- have regular opportunities at each Key Stage to visit cultural institutions and venues, which might include a museum, a theatre, a gallery, a heritage site and a cinema
- develop children's awareness of creative industries and cultural activities, in order to develop interests and passions which they can take further.
- regularly celebrate their achievements through displays in class, exhibitions, class assemblies and key stage productions

Impact

Assessment of children's learning in Art and Design Technology is through ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons and in line with the National Curriculum expectations of attainment. This assessment is then used to inform differentiation, support and challenge required by the children as well as inform future planning.

Art and Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and lesson observations.

Pupil voice is used to further develop the Art and Design curriculum, through questioning of pupil's views and attitudes to the Arts, to support the children's enjoyment and to motivate learners. We collect pupil's views through our School Arts Council and celebrate achievements throughout the year through many events and displays at school.



Subject	Written by	Date
English	Robyn Churchman	September 2019

Intent

We aim to inspire our pupils to become voracious readers, who reflect upon and interact with a wide range of literature. By Year 6 they will be able to read any text with ease, using advanced skills such as inference and deduction. Our pupils will also be confident, innovative authors, who write with conviction and authenticity, using a range of sophisticated devices to convey their meaning. In order to write effectively, children must be eloquent, articulate speakers. We prepare our children to deliver their messages first orally and then in writing.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. Each Literacy unit is linked to the overarching curriculum concept for that term and makes cross curricular links with learning in other subjects.

- All class teachers and teaching assistants are trained to deliver the Talk for Writing process, which involves learning and speaking a text aloud, imitating the text, innovating on the text and then independently applying the skills and devices modelled.
- High quality, enjoyable and diverse books are selected to support the termly concept
- Picture books are used as a stimulus for writing
- In KS1, children take part in guided reading lessons based on their phonetic knowledge and assessed reading level
- In KS2, a chapter book based on the concept is used for whole class guided reading sessions
- Reception and KS1 follow the 'Sounds Write' phonics scheme
- Year 2-6 follow the 'No Nonsense Spelling' programme
- The whole school uses 'Letter Join' to teach handwriting
- Interventions such as Lexia and work with The Children's Literacy Charity are used to support children working below expectation

Impact

Phonics assessments and PM benchmark analysis are conducted termly in EYFS and KS1, and where appropriate in KS2. We also use 'Rising Stars PIRA and PUMA' termly tests from Y2-Y6 to track the attainment and progress of pupils, the outcomes of which form the basis for pupil progress meetings, which inform future teaching and interventions. Each teacher assesses their pupils against key performance indicators and work is peer moderated across the school and with our partner schools in the local authority. Work scrutiny takes place termly, involving the full leadership team and governors at least once per year.



Subject	Written by	Date
Mathematics	Natasha Cranston	September 2019

Intent

We believe all children can become confident and competent mathematicians. In order to achieve this, we apply the maths mastery approach in all year groups. This approach nurtures positive attitudes and builds confidence so that all children can achieve 'mastery'.

Implementation

At Soho Parish, we use Power Maths mastery programme to build a deep and secure understanding of maths concepts and develop confidence in maths.

- All year groups are taught through a mastery approach.
- Teachers utilise interactive teaching tools, quality textbooks and practice workbooks to support pupils' learning.
- Lessons are broken down into small connected steps, building on prior learning and ensuring a good grasp of each concept before moving on to the next.
- Physical resources are used to understand concepts and varied representations are used to expose the mathematical structure being taught.
- Pupils move from concrete to pictorial to abstract thinking to support their conceptual understanding.
- Opportunities for reasoning and problem solving are integrated into every lesson
- Different methods and strategies are discussed every lesson to support fluency and develop flexibility in problem solving
- Teaching promotes fluent recall of number facts
- Immediate interventions are provided daily to ensure no pupil falls behind
- Maths meetings are used to revisit prior concepts and consolidate learning
- Songs and games are used across the school to promote learning to promote enjoyment, engagement and memory retention.

Impact

Teachers assess pupils' learning in every lesson in order to inform their planning for the next, through questioning and dialogue. We also use 'Rising Stars PUMA' termly tests from Y2-Y6 to track the attainment and progress of pupils, the outcomes of which form the basis for pupil progress meetings, which inform future teaching and interventions. Each teacher assesses their pupils against key performance indicators and work is peer moderated across the school and with our partner schools in the local authority. Work scrutiny takes place termly, involving the full leadership team and governors take part in these sessions at least once per year.



Subject	Written by	Date
Religious Education	Jacky Schroer	September 2019

Intent

Here, at Soho Parish, the aim of Religious Education is to enable all children to acquire and develop knowledge and understanding of religious beliefs and practices. Pupils will be encouraged to investigate, explore and reflect on some of the fundamental questions of life raised by human experiences and apply this to the rich heritage of culture and diversity of the UK. Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development. They will appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues. At Soho Parish, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social, and cultural development of our children. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school to enable all pupils to flourish.

Implementation

At Soho Parish, it has been agreed that RE teaching, from Reception to Year 6, follows the revised London Diocese Board for Schools (LDBS) scheme (2017). In accordance with the Statement of Entitlement Document written by the Church of England (2016), we ensure children will study a two-third Christianity and one-third World Faiths curriculum in KS1 and KS2. The World Faiths include; Judaism, Buddhism, Islam, Sikhism, Hinduism and Local Faiths in our Community.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Impact

The children at Soho Parish Primary enjoy learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in our ever changing world.



Subject	Written by	Date
Science	Rosie Malton	September 2019

Intent

At Soho Parish, we plan for exciting and meaningful experiences in Science that build on pupil's natural curiosity. Through well-resourced, practical and creative lessons, we look to answer some of the BIG questions children have about the world around them.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. Each science unit is linked to the over-arching curriculum concept for that term, where possible and makes cross curricular links with learning in other subjects.

As a core subject, Science is taught every term and a weekly lesson is timetabled in all KS1 and KS2 classes.

Through the Science curriculum at Soho Parish children have the opportunity to:

- Develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through the 5 different types of science enquiry including classifying, fair testing, researching, pattern seeking and observation over time
- Equip themselves with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Take part in a yearly Science Day where they get to take a close look at one aspect of Science and share and celebrate their learning in the form of a Science Fair

Impact

Assessment of children's learning in Science is achieved through the ongoing monitoring of children's understanding, knowledge and skills by the class teacher, in line with the National Curriculum expectations of attainment. Teachers can also choose to inform their assessments through CGP tests that are administered in class at the end of a topic to gauge children's level of understanding and inform future planning.

Achievement in Science is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and lesson observations.



Subject	Written by	Date
Geography	Louise Ritchie	September 2019

Intent

Through teaching Geography in our school, we intend to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We believe that teaching should equip pupils with knowledge about diverse places, people, resources and both natural and human environments, together with an understanding of the Earth's key physical and human processes. It is fundamental in a language rich curriculum, that children are introduced to, and expected to use, the correct and appropriate geographical vocabulary for their stage of development.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time, including the positive contributions that they could make as informed global citizens.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. Each Geography unit is linked to the over-arching curriculum concept for that term, where possible and makes cross curricular links with learning in other subjects.

- Geography teaching and learning is rotated half termly with History for KS1 and KS2 which carefully plans for progression and depth concentrating on the human and physical geographical skills suited to the age group
- Where possible, the Units are linked to the terms overarching curriculum concept
- A Geography Day event is planned yearly for the whole school to deepen children's understanding of one specific area of Geography
- Trips and/or visiting experts are organised to enhance the learning experience and fieldwork methods are applied to develop observational, measurement, recording and presentational skills.

Impact

Assessment of all children's learning in Geography is through ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons and in line with the National Curriculum expectations of attainment. Geography is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and lesson observations.



Subject	Written by	Date
History	Rhonwen Parsons	March 2020

Intent

At Soho Parish, we plan for a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past through asking perceptive questions. Pupils are encouraged to think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. Each History unit is linked to the over-arching curriculum concept for that term and makes cross curricular links with learning in other subjects, which encourages children to make links and find key conceptual themes across history.

History is rotated with Geography on a half termly basis and taught weekly for all KS1 and KS2 classes.

Through the History curriculum at Soho Parish children have the opportunity to:

- Develop their abstract terms and historical concepts across a range of areas of study to gain historical perspective.
- Understand methods of historical enquiry to interpret and analyse evidence effectively.
- Have regular opportunities at each Key Stage to visit cultural institutions and venues, which might include a museum, a theatre, a gallery, a heritage site and a cinema
- Develop children’s awareness of industries that incorporate the humanities in order to develop interests and passions which they can take further.
- Regularly celebrate their achievements through displays in class, exhibitions, class assemblies and key stage productions

Impact

Assessment of children's learning in History is achieved through the ongoing monitoring of children's understanding, knowledge and skills by the class teacher, in line with the National Curriculum expectations of attainment.

Achievement in History is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and lesson observations.



Subject	Written by	Date
MFL	Robyn Churchman	September 2020

Intent

We believe that children should have immersive experiences in modern foreign languages at primary school, with conversation and vocabulary key. We have chosen Italian as our focus language as it is close to Latin, the root of all romance languages including English. It also reflects one of the most extensive and long-established communities in Soho, with Italian families settling here in large numbers since 1860.

We aim for pupils to develop their conversational Italian and vocabulary in a clear progression, from reception up to Year 6. The language will be taught wherever possible in connection with the class concept for the term, so as to deepen understanding both of the concept and in the language.

Implementation

- From Reception to Year 4, the work completed by children is oral
- In Year 5 and 6, children will complete written work from the lesson in their topic books
- Italian is taught by a specialist teacher to ensure correct pronunciation
- Create thematic links between languages and the wider curriculum by providing a tailored scheme of work for each year group
- Use high quality Italian texts to share with children
- Make cross curricular links to experience Italian in practical settings (e.g cooking)

Impact

Through learning walks and lesson observations, children will have an increased confidence when speaking in Italian. From EYFS to Year 4, children will be assessed by the teacher orally. In Year 5 and 6, their progress will be visible through the work they produce each lesson and their confidence with spoken conversation.



Subject	Written by	Date
Physical Education	Laura Morris	September 2020

Intent

At Soho Parish School we believe that P.E develops a child’s knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities. We have a varied curriculum in place to support with this, with activities including athletics, dance, gymnastics, games and swimming. We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

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

Implementation

Foundation stage

At Soho Parish we encourage the physical development of our children in reception class as an integral part of their work. As the reception class is part of the Foundation stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a range of resources to support specific skills.

Key Stage 1 & 2

All pupils have at least 2 hours’ worth of planned physical exercise each week. This usually takes the form of a fitness lesson (circuit training) and a skills based lesson, taught by a specialist teacher. Pupils in Year 3 and Year 4 attend weekly swimming lessons at the YMCA.

We teach lessons so that our children:

- have fun and experience success in sport
- have the opportunity to participate in PE at their own level of developments
- secure and build on a range of skills
- develop good sporting attitude
- understand basic rules
- experience positive competition
- learn in a safe environment
- have a foundation for lifelong physical activity leaving primary school as physically active

P.E is further supplemented by the use of ‘Friday Fitness’ – an initiative that we have adopted to encourage children to lead active and healthy lives. The children, staff and parents meet in the playground at 8:30am for a Friday morning work out before school.

All children have the opportunity for physical activity during morning and lunchtime breaks. Staff and Young Sports Leaders (trained pupils from Year 5 and 6) are on duty to co-ordinate a range of active

playground games. A lunchtime sports club is available for children in key stage 2 and this includes football, dodgeball, dance and multi-skills.

Soho Parish work closely with the 'Primary P.E & School Sport' (PESS) and our membership with them gives our children access to several competitions with other schools in Westminster.

Impact

All children at Soho Parish receive a broad and balanced P.E curriculum and every child accesses all of the key areas of the subject on offer at our school. Teachers plan PE with clear progression of skills and knowledge. In doing so, teachers are able to raise children's health and fitness levels, improve skills and develop resilience, teamwork and perseverance.

Assessment of children's learning is achieved through the ongoing monitoring of children's understanding, knowledge and skills by the class teacher, in line with the National Curriculum expectations of attainment.



Subject	Written by	Date
Mindfulness	Hannah Peaty	September 2020

Intent

Mindfulness is awareness or paying attention in the moment. Mindfulness practice can support us to grow our brains- creating new connections and developing positive habits. With more awareness and presence comes choice; choice to work with habits, to strengthen those we want to grow and let go of the ones that don't serve us. This act of choosing is an act of creativity (creativity being the opposite of habit). Children learn to become more aware of their body, thoughts and emotions, and of other people and the world around them. Our meditation and mindfulness activities support with emotional and social skills for effective learning, positive behaviour and general well-being.

Implementation

- We follow both the '**Mindfulness in Schools- Paws. b**' curriculum and the '**Breathing Space in Schools**' curriculum, as well as tailor made lessons designed by our trained mindfulness teacher
- Mindfulness is offered formally as weekly 30 minute lessons session for children in KS1 and KS2, and informally through integrating the learning and practice of mindfulness in the children's everyday lives
- We encourage children to develop their home practice of mindfulness through weekly '*Have a Go*' suggested activities
- Lunchtime mindfulness drop-in club for KS2 children
- Weekly mindfulness sessions offered for staff and opportunities for parents across the year

Impact

Mindfulness interventions can:

- Improve mental, emotional, social and physical health
- reduce stress, anxiety and reactivity
- improve sleep
- Improve self-esteem
- bring about greater calmness, relaxation,
- develop ability to manage behaviour and emotions
- develop self-awareness and empathy
- contribute directly to the development of cognitive skills and executive function
- help with attention and focus skills
- improve working memory
- enhance planning, problem solving and reasoning skills

We measure the impact of the mindfulness lessons through feedback questionnaires with children throughout the year.



Subject	Written by	Date
Music	Alejandro Pelaez Molina	March 2020

Intent

We recognise Music learning as an essential subject that promote children’s personal expression and wellbeing. Music stimulates and complements children overall individual and collective development in a spontaneous and organic way. It also gives the children the opportunity to share and to celebrate acquired knowledge and skills through performance.

Implementation

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase.

Music takes place as part of the weekly timetable for KS1 and KS2.

This includes the opportunity to:

- Experience music through individual and collective singing from EY to KS2 developing solid a solid vocal technique;
- Develop basic skills in several specific instruments: percussion, ukulele, glockenspiel, guitar and violin as part of their curriculum;
- Develop active listening in order to enjoy, understand, analyse and explain recorded music using adequate specific vocabulary;
- Compose original music pieces both individually and collectively;
- Read and write music using traditional notation;
- Experience improvisation as a fundamental part of music individuality and expression;
- Celebrate regularly their achievements with the whole school community through individual and collective performances;
- Take part in extra-curricular activities and groups participating in internal and external performances.

Impact

Assessment of children's learning in Music is made through multi-media recordings of all musical activities. This includes not only specific music lessons but also whole-school assemblies and performances. The systematic archiving of these recordings allows the monitoring of children's understanding, knowledge and skills. The music teacher and the class teacher are able to register and to evaluate effectively the progress in relation to the National Curriculum expectations of attainment. This assessment is used for further children’s music development and challenges and it also provides a way for pupils to self-assess their own progress and to design their own ways for improvement.



Subject	Written by	Date
Health Education	Rosie Malton	September 2019

Intent

Health Education at Soho Parish focuses on teaching the characteristics of good physical health and mental wellbeing in equal measure. It develops children’s understanding of how to lead a healthy life style and the importance of good sleep, exercise and nutrition alongside equipping them to identify and manage the positive and negative effects of life on their mental health and wellbeing.

Implementation

Health Education is embedded throughout school life in contexts such as twice weekly PE sessions and once fortnightly Circle Times and explicit lessons are taught every other week.

Through Health Education lessons children are taught about:

Mental Wellbeing – how it is as importance as physical health, how to manage their mental health through an exploration of self-care techniques and who to go to for support

Internet Safety and Harms – how to stay safe online and how to recognise when time online is having a negative impact on their mental health and wellbeing

Physical Health and Fitness and Nutrition – what constitutes a healthy and unhealthy diet and the benefits of regular exercise

Drugs, Alcohol and Tobacco – the facts and risks associated with legal and illegal substances

Health and Prevention – oral hygiene, personal hygiene and ways to prevent illness (KS2 children are also taught basic First Aid)

Impact

The Health Education curriculum in place allows teachers to plan opportunities to build on children’s knowledge and ensure that pupils of all abilities can access the learning and are suitable challenged.

Assessments in Health Education are largely based on children’s written work and teachers day to day in class assessments of children progress. Self-assessment and evaluation systems are also commonly used in Health Education to monitor children’s understanding.

We also look for the impact of Health Education in children themselves and how they manage the challenges life throws at them in terms of maintaining their physical and Mental Health.



Subject	Written by	Date
Relationship Education	Rosie Malton	September 2019

Intent

Relationship Education at Soho Parish focuses on teaching the fundamental building blocks and characteristics of positive, healthy relationships including friendships, family relationships, and relationships with other children and adults. It also gives children the knowledge to identify and deal with less positive relationships and aims to develop children’s personal attributes such as honesty, integrity, courage and kindness.

Implementation

Relationship Education is embedded throughout school life and explicit lessons are taught every other week.

Through age appropriate Relationship Education lessons children are given time to explore:

- The concept of Family (including different types of families), with a focus on how important all types of families are for children growing up because they can give love, security and stability
- Caring friendships and how to recognize and manage healthy and unhealthy friendships with others
- Respectful relationships, self-respect and the importance of respecting others with reference to bullying, stereotypes and permission-seeking (this also includes Online Relationships)
- How to keep themselves safe in relationships, how to recognise and report feelings of being unsafe and who to go to for help

Impact

We have the same high expectations for pupils’ outcomes and attainment in Relationship Education as we do for other curriculum areas. The curriculum in place allows teachers to plan opportunities to build on children’s knowledge and ensure that pupils of all abilities can access the learning and are suitable challenged.

Assessments in Relationship Education are largely based on children’s written work and teachers day to day in class assessments of children progress. Self-assessment and evaluation systems are also commonly used in Relationship Education to monitor children’s understanding.



Subject	Written by	Date
Sex Education	Rosie Malton	September 2019

Intent

At Soho Parish School we teach age-appropriate Sex and relationship Education sessions across the school for two reasons. One, because children have the right to know about their bodies and how they work and secondly, because it empowers and enables them to safeguard themselves against possible harm or abuse.

Implementation

Sex and Relationship Education is taught through three hour long sessions a year (four in Year 6) and in all classes from Reception to Year 6. All lessons are taken directly from the approved Christopher Winters Project scheme of work.

At an age appropriate children are taught about the following topics in each year group:

- Reception: Daily routines, person hygiene and different type of loving families
- Year 1: The concept of growing and changing, personal hygiene and different type of families
- Year 2: Identifying the physical differences between males and females using anatomical names for body parts
- Year 3: Exploring the physical differences between males and females, appropriate touch, privacy and permission and types of family
- Year 4: The human life cycle and puberty
- Year 5: Physical and emotional changes associated with puberty and their impact
- Year 6: Puberty, reproduction, conception and pregnancy and relationships

Impact

Although these session are not formally assessed teachers continued observations, and those carried about the subject leader, ensure that children understand what is being taught and that there aren't any misconceptions going forward unaddressed.

The impact of Sex and Relationship Education can also be seen in the pupils' ability and confidence with which they talk about the subject and what they know and understand.

[Please click here for all our SRE teaching resources.](#)



Soho Parish Curriculum Statement

Subject	Written by	Date
Computing	Emma Brunjes	September 2020

Intent

At Soho Parish we aim to raise pupils' standards in computing and ensure pupils are working at the highest age-appropriate levels.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.

Implementation

We follow the 3BM scheme of learning which provides a range of units for each Year group so schools can decide which units are best suited to their software and curriculum.

We teach to a 2- year curriculum cycle which has been designed to ensure that children receive the breadth of learning required by the National Curriculum and that there is progression and development of their knowledge, understanding and skills over time, through each phase. The Computing unit is linked to the over-arching curriculum concept for that term, where possible and makes cross curricular links with learning in other subjects.

- Computing is taught weekly for KS1 and KS2
- Discreet computing lessons focus on the curriculum skills of information technology, digital literacy and computer science.
- From research methods, use of presentation and creative tools and critical thinking, computing at Soho Parish gives children the building blocks that enable them to pursue a wide range of interests and vocations as they progress through their education.
- Technology is changing the lives of everyone. Through teaching computing we equip our children to participate in a rapidly changing world.
- We enable children to find, explore, analyse, exchange and present information.
- We focus on developing the skills for children to use information in an effective way.
- Pupils are able to connect with others responsibly and are taught how to use online information safely.

Impact

The 3BM scheme of learning has robust assessment support, including differentiated outcomes for each 'unit' and additionally has pupil self-assessment. Assessment of all children's learning in Computing is through ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons and in line with the National Curriculum expectations of attainment. Computing is also monitored by the subject leader throughout the year in the form of work scrutiny, looking at outcomes and lesson observations.



Subject	Written by	Date
EYFS	Rosie Malton	September 2019

Intent

In the EYFS, we develop pupils’ natural curiosity, independence and love of learning ensuring they make excellent progress in all areas of the curriculum. Children will learn through a combination of meaningful, child led play experiences and more structured adult led sessions and activities. We want children’s creativity to flow and enable them to make informed choices when it comes to how they direct their own learning.

Implementation

The Reception environment and timetable is thoughtfully planned to encourage and capture children’s best learning. Here are a few ways in which we achieve this:

- Children have unrestricted access to a classroom equipped with a wide range of increasingly natural and real life resources and are encouraged to freely explore the setting during designated time for purposeful play
- Whole class teaching takes place regularly but in short bursts, in line with the shorter concentration span of our youngest pupils including daily sessions of Phonics, Maths and Reading
- We also regularly take children out in the local community because we believe that taking children “out and about” is vital to their sense of belonging to a community
- We no longer implement adult chosen topics and instead plan from children’s needs and interests as they change and develop as well as exploring the school's wider curriculum drivers

Impact

In the EYFS, a continuous dialogue with parents, the child’s first and most important educator is promoted and we track, monitor and celebrate children’s learning at school and at home together with parents via an online journal called Tapestry. We assess against Development Matters and use regular assessments to track children’s progress and identify any areas for intervention ensuring every child makes good or better progress.

Children leave Reception as confident and capable learners having made excellent progress across the curriculum. They leave with the skills and attitudes needed for good progress and achievement as they move through the school.