



Teaching and Learning Policy

September 2025

Signed (Chair of Trustees):	
Date:	September 2025
Date of Review:	September 2026

Arbor Academy Trust reviews this policy annually. The trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if the Arbor Academy Trust receives recommendations on how the policy might be improved.

Quality of Education

Intention

We have designed our curriculum to determine what our children should learn in each subject by the time they leave our schools. We decided when each block of knowledge should be taught and in what order to ensure logic and cumulative effect. As a result, our children achieve end point aims, they think critically, they are sceptical about information and demonstrate deepened understanding of concepts. Leaders agreed the knowledge and skills needed for children to take advantage of the opportunities, responsibilities and experiences of later life. Our curriculum develops inquirer's that show intellectual, decision-making and action dispositions. It ensures social inclusion of all children through its ambition and design to address social disadvantage. It is broken down into knowledge blocks of composites and components which are clear end points that ensure the curriculum builds towards what the children know and what they remember. It provides clarity of how children reach the end points on a weekly, termly and yearly basis. It reflects our local context because we have deliberately planned and sequenced it to address missing components.

Implementation

Training and support for staff embody our implementation strategy, it ensures our teachers have expert knowledge of the subjects they teach. To achieve this, we have structured training programmes on a weekly and termly basis. We ensure that our teachers learn from the best including experts from the fields of history, geography, art, computing, maths, phonics, reading and writing. Our teachers and support staff develop the expertise to enable children to understand key concepts. Teaching is structured to identify missing components and retrieval strategy enables children to embed key concepts in their long term memory for fluent application.

The curriculum set out the aim of the programme of education across phases and subjects. The structure sets out what children should know at various stages and the skills that they gain to ensure progression across the curriculum. It meets and exceeds the requirements of the national curriculum. It is research based and underpinned by a pedagogical approach for delivery. Our delivery approach ensures consistency, continuity and built in innovation. It also enables clarity for evaluation of what children know and structured programme to address missing components. Our non-negotiable minimum expectations ensures that the aims of the curriculum are achieved as intended. It allows a broad and equitable delivery of both main and core subjects with appropriate coverage, content and sequencing. Ensuring our children are equipped with the knowledge and cultural capital they need to succeed in life is a key priority to ensure they become educated citizens.

Teachers use assessment for the dual purpose of checking pupils' understanding and informing teaching. Teachers consider missing components and address it through feedback, retrieval and assessment knowledge. Assessment helps children to embed knowledge and use it fluently and consistently. We prioritise formative assessment as an integral part of everyday teaching and ensure that summative assessment is carried out termly and does not add to staff burden. All assessment informs next steps for children and addresses missing components. They build fluency through repetition and clarity in explaining the interconnectedness of concepts. Remote learning helps to integrate and embed learning where necessary, at the same quality as in person learning. Parents are fully informed and the website reflects this determination.

Impact

Our curriculum contributes to the evidence of impact because the design process is underpinned by understanding of how children learn best. Disadvantaged and children with special educational needs acquire the knowledge and cultural capital they need to succeed in life because of the careful planning that ensures that they remember more

and are able to do more. Our children make progress against weekly, termly and yearly composites by the careful design of the curriculum to reach planned end points. The work children are given overtime and across the school consistently matches the aim of the curriculum. It is coherently sequenced towards cumulative knowledge and as a result children achieve high outcomes across the curriculum.

We promote an inclusive and effective learning community with high expectations of all staff and pupils. We want our schools to reflect the local area, to welcome and celebrate diversity and to provide an inspirational environment where pupils feel happy, valued and secure in their learning. We want to enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve their full potential. We want children to become responsible, confident members of a global society, who can apply their experiences to all future learning.

Mathematics Curriculum

Aims

We have designed our curriculum to ensure that it meets the expectations of the national curriculum and enables our children to develop mathematical reasoning and understanding. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We want all pupils to:

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

Pupils need to be able to move fluently between representations of mathematical ideas making rich connections to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Reading Curriculum

Aims

Our reading curriculum aligns with the National Curriculum and ensures that all children can read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure

and information. They should appreciate our rich and varied literacy heritage and be competent in word reading and comprehension.

Through reading, our children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. They will acquire knowledge and build on what they already know. They will develop good comprehension skills and good knowledge of the world they live in. This will help them to develop love for reading and gain access to the curriculum. We want our children to read widely which increases their vocabulary as they encounter new words that they can use in everyday speech. We also develop their imagination, wonder and curiosity. This will ensure our children are able to read fluently and with confidence.

Grammar Curriculum

Aims

Our grammar curriculum aligns with the National Curriculum and aims to ensure that all pupils can speak and write fluently, enabling them to communicate their ideas and emotions to others. The curriculum aims for our children to acquire a wide range of vocabulary, an understanding of grammar as well as knowledge of linguistic conventions for reading, writing and spoken language. They will develop the ability to elaborate on their ideas clearly, cohesively and confidently and become competent speakers. They will enhance their vocabulary through reading and developing their understanding of relationships between words. Our curriculum will ensure that our children understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language. Our children will also develop the ability to work out the meaning of unknown words with more than one meaning.

Writing Curriculum

Aims

Our writing curriculum aims to ensure that all our pupils acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistics convention for reading, writing and spoken language. They will achieve this by developing the ability to write clearly, accurately and cohesively, adapting their language and style in and for a range of contexts and audiences. Our children will become competent in spelling quickly and accurately through knowing the relationship between sound and letters (phonics) as well as understand the morphology (word structure) and orthography (spelling structure) of words. The curriculum will ensure that our children compose their writing effectively by forming, articulating and communicating ideas and then organising them for a reader. They will have clarity and awareness of the purpose, audience and context of their writing. They will develop an increasingly wide knowledge of vocabulary and grammar to support their writing. We also ensure that our children have clear, fluent, legible and speedy handwriting.

Spelling Curriculum

Aims

Our spelling curriculum aims to ensure that all pupils are taught to use elements of spelling correctly when writing. In order to achieve this, they will apply simple spelling rules to enhance their writing and confidence. Our year 1 pupils will spell some words in a phonetically plausible way, which might sometimes be misspelt whilst correctly spelling words which they have learnt the correct graphemes. Our teachers will correct words pupils have been taught to spell, if spelt incorrectly, to ensure our children remember age appropriate spellings. Our curriculum incorporates dictations of sentences which include words taught giving pupil's opportunities to practice and apply their spelling. Our children are taught the national curriculum word lists across all year groups. The spelling curriculum ensures our children are taught the rules of spelling including patterns.

Science Curriculum

Aims

We teach a high-quality science education curriculum that provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all our children should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, our children are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our curriculum ensure that all our children develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They also develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Our children are also equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Our curriculum ensures that pupils develop scientific vocabulary and articulate scientific concepts clearly and precisely.

We aim for children to develop scientific knowledge and conceptual understanding. They will also develop ideas about everyday phenomena and use technical terminology accurately and precisely. Our children will build up an extended specialist vocabulary and apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. They will understand the social and economic implications of science as well as develop their understanding of the nature, processes and methods of science by 'working scientifically'. Our children will use a variety of approaches to answer relevant scientific questions and be curious and ask questions about what they notice. They will broaden their scientific view of the world around them and recognise that scientific ideas change and develop over time.

Teachers will provide opportunities for children to experience and observe phenomena and observe changes over time. Our children will look for patterns in findings and identify, classify and group information. They will carry out comparative and fair testing (controlled investigations); research using secondary sources and collect, analyse and present data. The curriculum will develop their ability to ask questions about what they observe and make decisions about which types of scientific enquiry are likely to be the best ways of answering them. They will experience first-hand practical lessons and analyse functions, relationships and interactions systematically. Our children will draw conclusions based on their data and observations, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.

History Curriculum

Aims

We provide a high-quality history education that helps our children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our history curriculum aims to ensure that all our children know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. They will understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Our children will know and understand significant aspects of the history of the wider world including the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies and achievements

and follies of mankind. They will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Our curriculum ensures that our children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Our children understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

We aim for our children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. Our children will regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources. The curriculum ensures our children develop empathy, pride and understanding in relation to events of the past and contribute positively to society and the understand value in preserving British and their own personal history.

Teachers will provide opportunities for children to ask questions about the past, explore artefacts and visit museums and places of interest. They will explore secondary sources such as books and photographs and those that are ICT based. Our children will take part in visitor's talks about personal experiences of the past and listen to and interact with stories from the past. The curriculum will require them to undertake fieldwork as well as use drama and dance and replicated experienced. They will be shown, or use independently, resources from the internet and videos alongside using non-fiction books in school or at the local library for research. Our children will work independently or collaboratively, to ask as well as answer historical questions.

Geography Curriculum

Aims

We provide a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip all our children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As our children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Knowledge and understanding of sustainability and how human interaction affects this is key. Geography teaching is about developing an understanding of our world, primarily through experience, investigation and learning from primary and secondary sources.

Our geography curriculum aims to ensure that all pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. They will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

The curriculum will ensure our children are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of

geographical processes. They will interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our children will think creatively about Geography and enjoy trying to make sense of phenomena. They will develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds. They will use discussion to remedy misconceptions to build a secure foundation and use geographic and mathematical language including technical vocabulary. They will have opportunities to draw diagrams and charts to communicate geographic ideas and research and extract information from sources such as reference books, the internet and video clips. Our children will develop a respect for the environment and for their own health and safety while working with others, listening to their ideas and treating these with respect.

Our teachers will provide opportunities for children to undertake map work and take part in field work, covering aspects of physical and human environments. They will learn from places of geographical interest through educational visits as well as learn from visiting speakers and from formal presentations (end of term projects) by their peers. Our children will articulate their geographical learning through description, writing summaries and personal accounts, speaking and listening e.g. discussion and debate, make use of photographs, video clips and the internet. They will have opportunities to record their findings in a variety of ways, handle and interpret data and take part in role play, educational games or simulations. They will use information technology and engage in a variety of practical activities.

Religious Education (RE) Curriculum

Aim

The principal aim of Religious Education (RE) is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop response of their own. RE contributes dynamically to children's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree and disagree respectfully. Therefore, teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

We want our children to know about and understand a range of religions and world views, so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. They will be able to identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews. We want RE to support our community cohesion and for our children to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Our children will be empowered to express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities. They will be confident in their ability to express with

increasing discernment their personal reflections and critical responses to question and teaching about identity, diversity, meaning and value, including ethical issues.

Through RE our children will understand, appreciate and appraise varied dimensions of religion

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively and enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. They will confidently articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Art Curriculum

Aim

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

The curriculum for art and design aims to ensure that all pupils produce creative work, exploring their ideas and recording their experiences. This will ensure that they become proficient in drawing, painting, sculpture and other art, craft and design techniques. We want all pupils to be able to evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Our children will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Through high-quality art teaching our children will learn to use a range of materials creatively to design and make products. They will be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. We want them to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

We set out composites and components of art learning that deepens pupils understanding about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. They should be able to create sketch books to record their observations and use them to review and revisit ideas. We want all pupils to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay and know about great artists, architects and designers in history.

DT Curriculum

Aim

Our Design and Technology curriculum aims to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. This is underpinned by the principles of Design, Make and Evaluate. Our children critique, evaluate and test their ideas and products and the work of others.

Pupils will be taught to use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. They must understand and apply the principles of a healthy and varied diet, prepare and cook a

variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

The DT curriculum will be taught over 7 weeks in autumn term, 6 weeks in spring term and 7 weeks in summer term.

PHSE Curriculum

Aim

Our Personal, social, health and economic (PSHE) education curriculum reflects our local context and aims to equip our children with a sound understanding of risk and the knowledge and skills necessary to make informed decisions. The PSHE curriculum builds on the statutory content around drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

Relationship, Sex and Health Education (RSHE) Curriculum

Aim

RSHE curriculum aims to build the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. We aim to teach all children what a relationship is, what friendship is, what family means, and who the people that can support them is. Pupils will be taught from early years and beyond to take turns, treat each other with kindness, consideration and kindness, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.

Our curriculum will teach children about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical or other contact. Children will be taught the principles of positive relationships and how they apply to online safety. We are committed to teaching children the importance of self-respect and self-worth and to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Pupils will be taught about emotional and mental wellbeing, including how friendships can support mental wellbeing. Pupils will be taught to recognise and to report abuse, including emotional and physical abuse. They will be taught about boundaries and right over their own bodies.

Our children will be taught about the importance of good physical, health and mental wellbeing. Pupils will be taught the essence of daily exercise, good nutrition and sufficient sleep; they will be given the language to understand the normal range of emotions that everyone experiences.

Note that Health, Relationships and Changing Me will be taught in the second half of the spring term and in the summer term.

Music Curriculum

Aim

We aim to provide music education that engages and inspires pupils to develop a love for music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen with discrimination to the best in the musical canon. We align with the belief that music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and,

through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

To align closely with the model music curriculum 2021, at Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week. In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. There will be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. We place emphasis on the value of a comprehensive music education.

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. Our music curriculum celebrates the inclusion of pupils with special educational needs and disabilities as it does the leaps in technology that have made available new tools and adapted instruments, leading to improved access and greater choice for all pupils to realise their creative potential. We agree with the National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

The Model Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship. This includes singing, listening, composing and performing, including instrumental performance.

The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community. The MMC aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. We strongly believe that the foundations of this will be laid at primary school.

This model curriculum for the musical community to build upon takes account of the many different school contexts that exist within Arbor. Effective delivery is likely to come from a combination of schools, teachers, practitioners, professional ensembles, venues, and other Music Education Hub partners working collaboratively. This shared foundation will provide schools with a launchpad to access wider musical culture in which all can thrive and share the joy of music. For consolidation, pupils continue to study the same instrument from Y3 until the end of Y6. Each cohort learns a different instrument and these vary according to the Music specialists working in the schools.

PE Curriculum

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

Aims

We want all pupils to develop competences to excel in a broad range of physical activities. It is important that children are physically active for sustained periods of time. We want as many children to engage in competitive sports and

activities. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Computing curriculum

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

Aims

We will ensure that our pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. They should be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We want our children to be able to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and become responsible, competent, confident and creative users of information and communication technology.

MFL Curriculum

Through learning a foreign language, we want our children to have an opening to other cultures. By providing diverse language education, we increase and foster pupils' curiosity and deepen their understanding of the world. The teaching enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

We want all pupils to understand and respond to spoken and written language from a variety of authentic sources. They will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. We are determined that our should be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in the language studied. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.