

# Upton Westlea Primary School

## Curriculum Policy



Approved by staff: March 2020

Signed: K Carruthers

Approved by Governors: March 2020

Signed: N Buckley

Review Date: March 2022

## **Policy Statement**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready) and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

## **Aims**

Work in partnership with families to create an aspirational school community.

Establish opportunities that will expand horizons.

Support, guide and inspire through excellent teaching practices.

Teach our children to be caring, confident and curious individuals.

Lay the foundations to motivate and challenge our children to achieve academic success.

Enable all children to develop resilience, independence and self-discipline.

Appreciate the uniqueness of each child and recognise their potential.

## **Reception Curriculum**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have also included the learning of music and computing skills in our curriculum.

Continuous Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

Please read the EYFS policy for more details and information.

Early Years Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **English - Reading**

We want to support, guide and encourage children in developing positive attitudes to reading so that it is a pleasurable and meaningful activity. We explicitly teach Reading in the following ways: Phonics, Shared Reading and Guided Reading, whilst promoting Independent Reading, Reading for Pleasure and Home Reading. Children are provided with a range of reading experiences as part of the Pathways to Write methodology that is followed for English to develop writing skills.

Phonics is taught utilising the planning and resources from the Phonics Play website. It follows the following model as suggested by Letters & Sounds:

Introduce – Revisit – Teach – Practise – Apply – Assess

In Year 2 and beyond, children follow the Read Write Inc Spelling scheme

In shared Reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support and guidance. Texts are rich and challenging and predominantly based around the Texts from Pathways to Write units or as part of their additional texts suggestions. Teachers may also choose to read a class text that captures the interest of the class, potentially too challenging for them to access independently. This is a further opportunity to develop inference skills and provide a variety of interesting vocabulary.

In Guided Reading, texts are chosen to match the ability of the group, whilst still providing the appropriate level of challenge. Books are selected from the PhonicsBug/BugClub scheme, according to the ability of the group. Other texts are utilised such as FirstNews and texts from texts linked to topics. Teachers aim to provide the children with opportunities to experience a range of texts, including Fiction, Non-Fictions and Poetry based texts. Reading for pleasure is also incorporated into Guided Reading.

Children are encouraged to adopt a healthy attitude towards reading at home and we have an expectation that children in Early Years and KS1 read 3 times a week. This increases to 4 times a week in KS2. Children also have the opportunity to visit our school library and choose a book they can take home to read for pleasure. Children do have guidance from adults so they choose appropriate texts that they can read independently, but if a child wants a specific text that is beyond their reading ability, they can take it home to share with an adult.

Parents are asked to sign the Reading Record to show their child has read and this also offers parents an opportunity to ask any questions regarding their child's reading journey. When children have read the expected amount of times, they receive a ticket into the golden box. At the end of every term, a child name is drawn from the box and they have the opportunity to win a Reading superstar trophy and book token. This builds up to the final term when there is a grand draw and the opportunity to win a much larger incentive, such as a Kindle.

## **English - Writing**

Our school uses Pathways to Write for the teaching of writing. These are units of work which develop vocabulary, reading and writing skills. All of the skills are taught through a mastery approach where children have the opportunity to write for a range of purposes across all year groups using high-quality and inspirational texts which have strong, creative links to other areas of the curriculum.

Our children develop and practice writing skills over a series of short tasks, focusing on 3 key objectives from year group objectives. To support writing we use modelled, shared and guided writing opportunities as well as a range of hooks such as imagery, sound and short film clips. We also aim to develop a growing vocabulary by promoting and investigating the language used in the texts through discussion, activities, word of the day/week and through display on our evolving working walls.

Throughout the writing process, children are expected to plan, share ideas, draft, evaluate, revise and edit their work with increasing confidence. At times, children will publish a piece of their writing in order to promote handwriting and presentation skills.

As a school, we use Letter join in KS1 and KS2, children are taught handwriting using Letter Join. We use bespoke books with triple-lined paper in English and all other subjects that require writing in order to ensure high expectations of handwriting presentation.

To develop accuracy of spelling and continue the use of phonics from Year 2 to Year 6, we use a systematic spelling programme called Read, Write, Inc. This programme focusses on all the spelling conventions and rules to be introduced and taught in each year group. In addition to this, many of the statutory words from the National Curriculum are taught through the Pathways units. Vocabulary development sections are evident in planning for each text to ensure coverage across each year group.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **Mathematics**

Within our school, we follow the White Rose Scheme and ensure mathematical skills are taught daily through Maths lessons and Morning Maths. Each year group follow the scheme focusing on blocks of work to cover all aspects of the national Curriculum. Our pupils understand the importance of mathematics and are encouraged to apply their skills in a range of ways including through practical activities, in different contexts and problem solving and reasoning activities.

Within Early Years, planning is taken from Development Matters document with staff using White Rose Resources when appropriate to support teaching and learning. Number is ongoing throughout the year and SSM topics are planned for during the year and revisited several times. In lessons, Maths is taught in a range of practical ways in both adult led and adult directed tasks. During child initiated activities children are encouraged to develop their mathematical skills in all areas of Number and SSM.

There are extra activities throughout the year including Maths week and UPKS2 Financial Awareness Course.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

White Rose:

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

## **Science**

In Science at Upton Westlea, we try to teach our children how to find things out, rather than teach them facts to learn. We use a range of enquiry types: observation, identifying and classifying, fair and comparative tests, pattern seeking and research. These help us answer the questions we have about the world.

At KS1 and KS2 Science is taught both as a discrete subject and as one linked with other areas of the curriculum through a theme related to ‘Pathways to Write’ where appropriate. The aim of linking science to a theme is to put it into context and make it more meaningful by doing so. The National Curriculum programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Practical equipment is available and should be used whenever possible, and resources are held centrally for all classes to use as appropriate. Schemes of work and website subscriptions are also available to help teachers with planning and delivering lessons to engage and inspire. Wherever applicable, children will be given opportunity use IT to support their work in science.

To enhance our curriculum, members of staff are encouraged to plan in enrichment opportunities linked to Science including trips, visitors, workshops, Science clubs and taking part in Science week.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

## **Art and Design**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a creative way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. We teach art over two days, usually at the end of a half term. Over the year, the children will study the skills of printing, textile art, collage, 3D sculpture, drawing/ painting and when appropriate Digital Art. We have found the two art days provide the children with the opportunity to become fully immersed in the skills they are focusing on, have the time to explore, experiment, plan and create their art work and provides the space to be creative.

Our school hall holds an outstanding piece of art from each class, from Nursery to Year 6 and including our Resourced Provision for children with Autism. We truly celebrate art in our school and are always looking to extend the existing partnerships we have with artists and organisations.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

## **Design and Technology**

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

Design and technology is taught linked to the classroom theme, when appropriate. Some classes teach design and technology in their weekly timetable and others prefer to teach it in a block. This is flexible and depends on the units being taught. Throughout their education, the children have opportunities to explore construction, electronics, mechanics, food and nutrition and to use their knowledge of computing within the products they are creating.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-andtechnology-programmes-of-study>

## **Drama**

Drama is used as a key tool and learning technique in developing oral skills, vocabulary, building confidence, being imaginative, expressive, understanding a text or information and developing the use of spoken and then written language. 'Hot Seating', 'Role on the Wall', 'Freeze Frames' and 'Thought Tracking' are popular techniques used in English lessons when developing our Pathways to Write schemes. They allow the children to develop their understanding of the characters and events of the texts, enabling them to internalise the text, which later supports them in writing. These techniques are also used in other areas of the curriculum, again to develop the children's understanding of an event in time or Historical figure for example.

Imaginative role play is fundamental to developing the whole child, not only in EYFS but also as the children develop and our curriculum provides opportunities to perform to wide audiences through events and key festivals.

## **Computing**

At Upton Westlea Primary School we implement the Computing curriculum through various means for example; hardware, software, different schemes of work and unplugged activities. These include 2simple, beebots, remote

control cars, Microsoft Office, Eaware, Switched on Computing, Barefoot resources, laptops, iPads, Makey-Makey kits and crumble kits. Below is how Computing is implemented in the different Key Stages.

### Early Years

- Early Years learning environment should feature ICT scenarios based on experiences in the real world, such as roleplay.
- Children gain confidence, control and language skills through opportunities to ‘paint’ on interactive board/devices or control remotely operated toys (cars/beebots).
- Recording devices can support children to develop their communication skills.

### Key Stage 1

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

### Key Stage 2

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems (makey-makey kit and crumble kits); solve problems by decomposing them into small parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predict outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; and be discerning in evaluating digital content.
- Use the internet respectfully and safely by respecting individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software to accomplish a given goal, including collecting, analysing, evaluating and presenting data and information.

To ensure all children have a good understanding of being safe when using technology and the Internet, schools follow E-aware programme. The programme follows a four step approach beginning with teachers assessing the children’s awareness and vulnerable behaviour, this is completed by the children carrying out online questionnaires. The reports produced identify the gaps, risky behaviour and give recommendations for further learning. The teachers then teach the children using the ready-made lesson plans. The final step is reassessment to give the teachers assessment data to compare with the initial assessment carried out by each child.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

### Modern Foreign Language

Children in KS2 are taught French as their Modern Foreign Language. A variety of spoken words and phrases are embedded into their learning and children are encouraged to rehearse these words and phrases and use them within

different contexts and situations. French is taught weekly, through a variety of games, songs and rhymes and children are given opportunities to listen to native French speakers, to develop their own French speaking skills through repetition and practice. As well as the language, children are given opportunities to explore France as a country; its capital, landmarks and traditions.

#### National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

#### **Music**

We use Charanga Musical School online programme as a basis for our weekly music lessons, which ensures high-quality and engaging music provision is provided for all children, across the year groups. The online programme allows us to ensure clear coverage of the curriculum and progression of skills is evident. The lessons within each unit are based on listening and appraising, musical activities, improvising and composing and singing and performing. When appropriate, class teachers have created their own music units that link to their current classroom topic e.g. year 6 covered war time songs when studying World War 1.

As well as the discreet music lessons, singing and other musical opportunities are used to enrich the education of the children. Weekly assemblies and opportunities to perform as a solo, group or whole school provide children with an authentic experience and develop their understanding of performing to an audience. We have a school choir that runs throughout the year, and again takes part in numerous performances for a variety of events. Year 5 have the opportunity learn how to play a musical instrument and play as part on an ensemble. We also encourage children to listen to a wide variety of music, so we choose a composer of the term whose music is played at the beginning of each school assembly.

#### National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

#### **Physical Education (PE)**

At Upton Westlea Primary School, we strive for all children to take part in physical activity daily to boost physical confidence in a way which supports their health and fitness. PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum is delivered either outside (on the playground and school field) or inside (in the school hall). The focus throughout Foundation Stage and Key Stage 1 is to develop balance, agility, control and coordination. Moving to Key Stage 2, children will develop their skills through gymnastics, dance and athletics. They will also apply skills within team games which include invasion, net/wall, fielding and striking. From Year 3 children will begin swimming lessons at a local pool.

We believe it is important that every child has the opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect. Throughout the year, Upton Westlea Primary School participate in intra-school tournaments where children represent house groups and participate in a variety of inter-tournaments and matches against other schools.

In addition to curriculum sport, we have an extensive list of sports clubs, which are run after-school throughout the year. These clubs provide opportunities for all children to develop their skills or try new activities and sports.

#### National Curriculum PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>

#### **PSHE**

Our Personal, Social, Health Education (PSHE) and Citizenship is a planned programme of learning through which pupils acquire and build cumulative key knowledge, skills and understanding required to lead confident, healthy, independent lives and to become informed, active and responsible citizens. As part of a whole-school approach, PSHE

prepares and develops individuals with the qualities, responsibilities and attributes pupils need to thrive in an ever-changing, dynamic society. We encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, we support students to recognise their own worth, work well with others and become increasingly responsible for their own learning. Our PSHE curriculum is embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education. Students learn how to keep themselves and others healthy and safe, including online, and students receive an appropriate curriculum for their needs, including amended curriculum provision or alternative curriculum provision where appropriate. Through PSHE, we enable pupils to reflect on and develop integral British Values, including how to be positive and active members of a democratic society.

Throughout the school, timetabled PSHE lessons explicitly support pupils to keep themselves and each other safe, including - but not limited to - Drugs Education, Relationships and Sex Education (RSE), Health Education and Online Safety. Researched Schemes of Learning have also been included within the PSHE curriculum and the sequence of content necessary for students to make progress will be communicated. This includes teaching the cumulative skills from: SEAL; My Happy Mind; No Outsiders; P4C; Different Families, Same Love; Prevent (Preventforschools.org). This explicit Prevent lessons are to incorporate the teaching of British Values. Upper Key Stage 2 will also have further lessons on Relationships and Sex Education (RSE), including Transgender and Non-Binary identities in Year 6. A range of assemblies will also be used to deliver SMSC and PSHE education across both Key Stage 1 and 2. This will take the form of discussing SEAL and the No Outsiders scheme. This further includes a celebration assembly which awards pupils achieving the a 'Value of the Week' from each class. Specific event assemblies also take place, such as Halloween/ Bonfire talks, NSPCC 'Stay Safe' and Road Safety. PSHE teaching will be further supplemented by school-wide practices, including – but not limited to – a playground buddy bench, worry boxes, kindness jars, class dojos and classroom monitors. In addition to the formal subject curriculum, other experiences within the school will further develop the pupil's SMSC and active citizenship, such as taking part in community projects; clubs; Gifted and Talented enrichment activities; horse-riding; local events; charity fundraising; planning school special events such as assemblies or open evenings; having a vast amount of roles around the school such as the School Council; celebrating events such as Mental Health Week and Anti-Bullying Week; having visitors in for workshops such as those from Chester Zoo, Oral Health, Handwashing, Emotional Wellbeing, Healthy Packed Lunches, PCSOs, Firefighters, Army, Safety Central, Bike Safety, NSPCC and Inter-Faith Day; trips to various religious buildings will also be included in the curriculum; intra- and inter-school competitions and many more (see further enrichment activities and events on the Upton Westlea Website).

#### National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

#### Religious Education

We follow the Cheshire West and Chester Agreed Syllabus for Religious Education (2019) produced by the Cheshire West and Chester SACRE. Religious Education (RE) is taught to all children, except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils as well as nurturing British Values. It reflects the fact that the religious traditions in Great Britain are in the mainly Christian, whilst also taking into account the teaching and practices of other religious and non-religious perspectives represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of different religious and non-religious perspectives, practices and rituals. Children will be encouraged to consider, reflect and develop their own beliefs and values whilst not steering them to any particular religious or non-religious beliefs or philosophies. Our RE lessons are based on a big question each half term, pupils make connections and collect clues to help them to answer the big question. Our work is concept driven and we often focus on key words to develop religious literacy and equip us with the skills which are needed to discuss religion and secular outlooks.

#### Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

## **Geography**

We link Geography to the Pathways to Write topics wherever possible. Topic webs are created half termly, to outline how Geography is covered across the year groups and how Geography can interlink with other subjects across the curriculum. Both skills and knowledge are included. Classes study geography between 2 and 6 half terms during the year.

We are in the process of writing our own geography curriculum; staff have worked together to produce an overview; more details are being added as a unit is taught. The geography subject lead is tracking what is being covered in all year groups so that by the end of 2020 any gaps can be addressed, and planning can be checked to ensure there is progression in both skills and knowledge across the school.

A timetable of trips that enhance and support children's learning will be produced by the end of 2020.

Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

## **History**

Children at Upton Westlea, are taught the fundamental knowledge and skills of History, through a topic themed approach. Topic webs are created half termly, to outline how the History topics are covered across the year groups and how History interlinks with other subjects across the curriculum. It is important to our school, that History is enriched through other subjects such as Art, Music, English, Geography and where appropriate Maths and Science and gives plenty of opportunity for our children to make links to real life and present day. Whilst learning about different historical events, we place an emphasis on developing a chronological understanding of when and where things happened in time; using timelines to support this. Class trips are also a popular and essential part of our curriculum and help bring History to life.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **Philosophy for Children (P4C)**

Philosophy for children (P4C) encourages the children to think differently and consider topics that they might not have contemplated. Children develop their reasoning skills, agreeing and disagreeing with each other without being disagreeable.

Philosophy for Children is taught to every class individually (years 6 - 2 by Mrs Woollen and year 1 by Miss Dalton). Following a planning scheme, an enquiry question is shared with the children who then explore the themes surrounding that question. Throughout the year, the aim is to deliver a varied range of lessons to children so that we sometimes work as a whole class to discuss an enquiry, they work in groups or upper KS2 will think independently and then share their ideas. A wide range of prompts are used to facilitate the children's thinking: poems, music, images and stories. The structure of the enquiries enables every child to reflect on their own and others opinions. Children practise working collaboratively and respectfully with each other.

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. (see half termly enrichment maps).

## **Trips and Visits**

We plan a series of trips each year for each year group and these are communicated to parents at the start of the academic year wherever possible. The trips are directly linked to our topic work for example a Romans topic will include a trip to Chester to experience life as a Roman Soldier. Our location gives us access to a wealth of historic and educational institutions in and around Chester and Liverpool ensuring that local facilities and sites are selected for visits and supported by the school, for example, Leasowe Lighthouse, Chester Zoo, Grosvenor Museum and the Storyhouse Theatre. We have formed relationships with small organisations around Upton and incorporate activities

with them into our curriculum eg Science week at Weston Grove Fish and Chip Shop, financial management at Lloyds Bank, World Book Day and Reading sessions with Upton Library.

We plan residential trips for our Year 2, 3, 4, 5 and 6 pupils. Year 2 will spend one night away in a local centre and this will help to prepare for longer stays in the next four years.

### **Workshops and specialists**

Each year group wherever possible and appropriate will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of institutions eg Chester Zoo, Altru Drama, Healthbox We also have links with independent educationalists like Chester veterans. We undertake an audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.

### **Themed days and weeks**

Throughout the year we have themed weeks including Science Week and Health and Sports Week to help boost exercise and good nutrition. Themed days are also incorporated into the curriculum. These may be designed to fit with national initiatives eg World Maths Day (school made the decision to make it a Maths week) to match with events in the UK eg a national election and also to highlight our curriculum subjects eg Art Days, Faith Day.

Each term we have Family Members to School week where parents are invited into school for the afternoon to work with their children. Activities may include reading, art, sport etc.

### **Extra-curricular activities**

A range of age appropriate clubs are offered after school for Reception (in the Summer Term), Key Stage 1 and 2 pupils. Typically, these could include sewing, art, dance, bead making, football, computer coding, film making, gardening and even magic! plus much, much more. We encourage pupils to join our choir which opens opportunities to participate in 'AmaSing' which enables pupils to combine a love of drama, dance, poetry and singing.

### **Wrap Around Care**

We provide an 'extended day' for working parents and carers from 7.45am until 6pm, and aim to keep the costs for this provision neutral. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given a light tea.

### **Monitoring and Evaluation**

The Headteacher, Curriculum Lead and SLT will continuously monitor the effectiveness of the curriculum.