

Middleton Church of England Primary Academy

Learning and Teaching Policy

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Learning and Teaching Policy (a baseline for outstanding practice)
September 2016

INTRODUCTION

We expect teaching to be at least good and outstanding at Middleton Church of England Primary Academy – our children deserve it.

AIM

It is the aim of the policy to support, encourage and develop life long learners, through providing them with rich high quality learning experiences which lead to a consistently high quality of achievement. It ensures opportunity for all and ensures that we keep children's needs, strengths, interests and progress central to our work with high expectations that are consistent throughout the school.

At Middleton we are passionate about children's learning and have a relentless pursuit of even better learning outcomes for children.

The teachers' Standards (2012) have been used to inform our learning and teaching policy. The standards are as follows:

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject knowledge and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

KEY PRINCIPLES

Teaching at Middleton Church of England Primary Academy is 'learning centred', meaning that each element of whole academy and classroom practice is designed with an understanding of how children learn best at its heart.

At Middleton we acknowledge that teaching is good and outstanding and children learn best when:

- learning activities are well planned, closely matched to abilities and ensuring good progress and outcomes
- good and outstanding teaching and learning activities enthuse, engage foster their curiosity, enthusiasm and love of learning
- systematic, accurate assessment is used effectively to check children's understanding and inform future learning to ensure provision for support, no repetition and extension of learning for each child
- the learning environment is ordered; children are encouraged to be independent learners; the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of their children's learning is recognised, valued and developed
- PSHE and British values are woven through all teaching and learning preparing Middleton children for the opportunities, responsibilities and experiences of modern life

Key Principal

Children learn best when learning activities are well planned, closely matched to abilities and ensuring good achievement and rapid, sustained improvement.

There will be evidence in the learning environment of:

- effective exposition and focussed learning activities with clear learning objectives and outcomes
- progress in children's learning (in their books, displayed, through discussion, in their learning behaviour)
- a clear understanding by the children of expectations and purpose of activities

- children applying a wide range of skills across all subjects – including reading
- choice of challenge within lessons
- are interested and motivated, challenged and stimulated
- taking responsibility for their own learning
- children sharing their views about academy and the wider community
- children choosing to study a particular area of interest in more detail
- a clear understanding by the children of the task and learning outcome

Teachers will ensure that:

- topic webs are brainstormed to include children’s interests and what they would like to learn and inform planning and displayed
- teaching focuses on the children, building on their skills, knowledge and understanding of the curriculum
- teaching is adapted to meet the strength and needs of children
- work is planned weekly to ensure robust subject teaching and put into context
- plans follow the progression of skills on our curriculum plan
- planning shows awareness of children’s prior knowledge, skills and understanding
- links to other subjects are clear in planning
- there is a clear understanding by the children of the task and learning outcome
- children are given tasks that match their ability
- skills learned in English and maths are applied across the curriculum
- enrichment opportunities are provided for learning beyond the classroom
- opportunities are provided to apply skills and knowledge in practical ways to solve problems in a variety of situations
- children are given choices about how to present their work
- children’s understanding is systematically checked throughout lessons
- planning is shared with LAs and their own records of learning are kept

Whole academy implications:

- there is a four year rolling curriculum framework that is broad and balanced and designed to deliver the key objectives of the National Curriculum while developing the key skills for each subject – setting out aims, objectives and details of what is taught in year groups, ensuring depth and progression
- topic based schemes of work, that all staff follow are detailed in subject specific policies – **see attached appendix.**
- a monitoring cycle is in place to support progress of individuals and groups of learners
- create and maintain an exciting and stimulating learning, including ‘whole academy themed weeks’
- ensure ALL children have full access to ALL parts of the curriculum

Key Principal

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- creative teaching and learning
- consistently high expectations of children
- pace of learning and teaching that is optimised for progress and high quality outcomes
- children learning independently
- children collaborating on projects
- children enjoying their learning
- children’s home learning being valued
- teamwork and debate – choosing the role they play
- learning activities that enthuse children so that they persevere when faced with difficult problems and are keen to succeed and to learn more

Teachers will make sure that:

- questioning and discussion is used effectively to assess children’s learning
- effective teaching strategies successfully engage ALL children in their learning
- relevant learning outcomes are shared

- they use their expertise, including subject knowledge, to develop children’s knowledge, skills and understanding in a structured way across the range of subjects and areas of learning
- questioning, knowledgeable answers and discussion promotes deeper learning
- there are opportunities for children to practise skills taught
- appropriate home-learning is set to nurture enthusiasm and curiosity, and develop understanding in the areas taught
- outdoors and places of interest are used to enhance learning
- there are opportunities for children to discuss, debate and vote for issues in their learning

Whole academy implications:

- learning and achievements, both within academy and at home are celebrated regularly in public forums such as celebration assemblies, newsletters, display boards, website, displays of work – e.g. Middleton writers
- whole academy themes are discussed as a academy to motivate learners
- verbal or written praise by all adults and peers

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each age related expectation.

There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teacher, both oral and written, to improve their learning – e.g. working in collaboration with the teacher; responding to written comments in books
 - children will make changes/edit work in red pen/pencil
 - all children are expected to respond to marking by making corrections, comments, editing or redrafting (15minutes during registration time)
- children who are motivated to learn through differentiated learning activities that build on prior attainment and give challenge that is pitched at a level that is achievable when they work hard and try their best
 - children will be given opportunities to make choices about the level of challenge within their work
 - children are expected to apply all skills taught across all areas of the curriculum
- children with specific learning needs receiving support at the time and level it is required to optimise learning (specific targeted learning and teaching activities)
- children supporting each other where appropriate
 - children will have designated ‘talk partners’
- independent learning, where children use assessment information to direct their own learning activity
- effective use of learning support to the learning of individual or groups of children

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons
- learning support assistants are used to support assessment during teaching
- lesson plans are annotated, highlighting consolidation needs of groups or individual children – and followed up!
- marking is frequent and regular (work should be marked within a week) providing children with very clear guidance on successes, how learning outcomes can be improved or learning can be moved forward
 - work is marked in a purple pen to denote improve and green is used to indicate good work
 - comments are not always necessary and do not need to reflect the learning objective
 - teachers must ensure comments and marking is acted upon and misconceptions/errors are addressed and not repeated in future work
- they have high expectations for ALL children, and plan, resource and direct differentiated learning activities that support and challenge
- they keep agreed assessment records (reading records, phonic tracker/spelling sheets,) and submit data to enable Pupil Data Tracking (maths, reading, writing) at an agreed date each year. (NB Copies of all record sheets are in staff assessment files)
- a range of evidence is used to assess children’s work across the curriculum helping to make judgments against age related outcomes.
- children are always expected to apply their individual learning targets to ALL their work
- informal assessment levels are periodically noted on a significant piece of work
- half termly targets in reading, writing and maths are shared with children and displayed in the classroom during the first week in each half term
- specific individual targets will be written in children’s books
- planned opportunities are given to children to respond to teachers’ marking/comments (this is completed in red pen) and

for children to develop their own learning. Children are encouraged to think about what they need to learn next to develop their learning and identify their next steps for learning.

- new children transferring from another academy/school are assessed within the first week of academy to enable consistent assessments to be made

In EYFS

- during the first 6 weeks assessments are made using (The Early Excellence Baseline Assessment) on on-going observations of interactions with self-initiated play, small group activities and adult directed tasks.
- during the year assessments are made through observations and talking to the children mostly during child initiated activities. Children and parents are encouraged to contribute – formal assessments may be used to assess aspects of reading and writing
- a summative record is recorded using 'Tapestry'; evidence includes photos, annotated plans, observations, videos and written work – this is used to support formative judgments made against Early Learning Goals.

Whole academy implications:

there is a clear assessment statement to ensure consistency of practice . During the year there are dedicated monitoring/moderation/standardisation during staff meeting, ensuring all staff have a secure understanding of child expected levels

- there is an efficient system for pupil tracking in place (Pupil Asset); data is scrutinised rigorously in staff meetings; data is used in the deployment of resources; pupil progress meetings take place termly
- staff, children and families are supported in their teaching and learning, providing advice and intervention where necessary
- staff participate in academy and cluster based standardisation activities (and attend LEA moderation when requested)
- the end of each year (in May) children's learning is assessed against age related expectations in reading, writing and maths; spelling used for years 2+, for EYFS and Y1 a miscue analysis is used along-side a phonic assessment to show achievement
- at the end of EYFS assessments are made using ELGs and on entry assessments are made within the first six weeks using The Early Excellence Baseline Assessment model
- at the end of KS1 formal assessments are made using SATs to support teacher's judgements (end of Y1 phonic assessments are carried out)
- at the end of KS2 formal SATs are carried out

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- an atmosphere of mutual respect and kindness between adults and children
- children who feel secure to speak freely, in an environment free from bullying and harassment, that may include prejudice based bullying related to special educational need, sexual orientation, sex, race, religion, and belief, gender reassignment or disability
- children's high esteem, with all children feeling valued and secure
- children taking risks in their learning and learning from their mistakes
- children's learning outcomes displayed in the classroom (maths, reading and writing)
- organisation of classroom routines optimise learning
- having a well organised, labelled resources
- taking time to train children in procedures
- making sure that they know what they must do when they have completed a task
- children being able to find what they need and put them away without constantly asking an adult.

Teachers will make sure that:

- they teach children how to behave well
- ensure that all tasks and activities that the children do are safe
- they use positive strategies for managing children's behaviour that help children understand school's expectations that are set out in the school's behaviour policy
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and assemblies
- children are spoken to, where ever possible, away from other children
- any criticism will be constructive and children's self esteem will always be maintained

Implications for the whole school:

- a clear behaviour policy is in place and all adults working in the academy have complete understanding of its contents so it is applied consistently and fairly
- high expectations of behaviour, including children's punctuality and attendance are communicated to and shared by all children, parents and staff
- all rules are discussed with the children on a regular basis and children are aware of boundaries of behaviour
- safeguarding procedures are in place and followed

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the environment of:

- children's home learning being valued as an important part of child's learning
- co-operation with people at home to enable homework to be completed

Teachers will make sure that:

- useful feedback about their children's learning is given regularly to parent, both informally and formally, through termly parent/teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about trips, class and academy events, and other relevant topics are communicated efficiently to parents.
- parents are welcomed to help around academy or in the class
- they set appropriate home learning activities to develop children's understanding of topics covered in class and to consolidate learning

Whole academy implications:

- ensure parents are informed about academy events and relevant topics through regular newsletters and website.
- ensure staff to be involved and support in PTA meetings and events.
- organise curriculum evenings for parents to inform them about how children learn in Middleton.
- invite parents and wider community to events such as sports day, art displays, lunches e.t.c.

Appendix A Curriculum Subjects

Our approach to the curriculum

At Middleton our curriculum has been taken from the National Curriculum and the Early Years Foundation Stage documentation. It is organised into integrated topics or themes and links are made where ever possible to other subjects

We discussed what kind of academy we are. What kinds of learning are important to our children and what subjects are priorities and what emphasis do we want to place.

It was agreed that we valued the additional PE we already offer and that we needed to maintain our strong links with local high schools. These provide classes for our more able children in Music, Maths, and Science as well as arts support and PE support throughout the school.

Our Curriculum Framework forms the basis of our long term planning. It provides an overview of the areas of the curriculum the children are taught over the year. We asked ourselves ‘What do we want the children to get out of it?’ and ‘What do we want the children to learn?’ Our framework is planned to ensure coverage and continuity and to develop children’s knowledge, understanding and appreciation of their own beliefs and cultures. It is flexible to ensure progression in our children’s learning; topics (built on the programmes of study) are on a two year rolling programme. (Detailed, mid-term planning is made available for staff to follow in some subject areas.) Less detailed short term plans are encouraged, enabling children’s strengths and consolidation to be taken into account during the week.

Reflecting staff, parents, Governors and above all our children’s vision of what should be taught and how, it is a more creative, cross curricular approach including an extended curriculum – a greater use the community, to extend the children’s learning and meet the Every Child Matters Agenda. Additional opportunities and experiences enhance learning in national curriculum subjects as much as possible within and outside taught time. Using a brainstorm of activities, a topic is devised then we consider what the best learning sequence will be.

Children are involved in planning their learning at this stage to find out what they already know and what they would like to learn. A learning map is displayed in a shared area. The topic may be introduced as a whole school, but we try wherever possible to use visits/visitors and creativity to engage children and ensure there is a ‘WOW’ factor.

Organising and labeling

We chose to retain a literacy hour and numeracy hour, with additional opportunities for reading and isolated guided reading although groups may often be taught rather than whole class teaching

Topics are planned around foundation subjects, linked with numeracy and literacy as much as possible.

We decided that RE, PE, Computing, PSHE, MFL, and Music should also be taught in isolation.

Why a themed approach

It:

- Allows us to cover a broader range of subjects and skills by teaching more than one Subject at once
- Allows us to motivate children by getting them interested in a topic
- Sustains children’s interest through prolonged focus
- Improves children’s writing by giving them something to both write about and the motivation to want to write.
- Enables genuine use of different text types such as explanations and recounts in a real context
- Allows children and teachers to pursue interests and enthusiastic

English

Speaking and Listening

Communication and language development is key to all our children’s overall development and learning. We ensure teaching gives children opportunities to a rich language environment where their confidence and skills in expressing themselves is developed, enabling them to speak and listen in a wide range of situations and contexts. They are given opportunities to

contribute to situations with different demands and are taught how to respond appropriately to others. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. We actively develop attentive listening and response.

We believe speaking and listening skills are an intrinsic part of the writing process and encourage children to say sentences before they write them.

Children are given opportunities to retell familiar stories and poems and are expected to learn them.

Reading

At Middleton we believe our children need to 'learn to read, to read to learn'. We are committed to developing confident readers who want to read for themselves and are passionate about teaching reading through a synthetic phonics approach using only phonic based material initially followed by a range of carefully levelled books that ensure progression.

Reading is taught systematically through the school. In the Foundation stage and KS1 Read, Write Inc reading books are used as our core resource initially, supported by Guided reading sessions. Children are taught to read mainly through a combination of structured teaching of phonics and guided reading. Reading scheme books are colour coded and children are encouraged to choose a range of books within the band. Children take their books home and are expected to read at home as part of their homework. Boxes of high quality texts (usually picture books) are also used. This approach is built on by staff within the context of guided reading sessions.

Children are grouped according to ability and texts are selected to match interests, the topic and to support the teaching of genre being taught in writing. Text is also selected to teach learning targets to take learning further.

As an academy we provide a rich reading environment, enabling children to have access to a wide range of texts. Teachers use high quality texts within their teaching across the curriculum. Through reading children are introduced to new vocabulary that can be used in their own writing and speech. All teachers read to the class purely for enjoyment; share whole texts, enabling children to listen and respond to the text together; quiet reading time is also built into the academy day. We also promote use of the local library and participate in Book Week every year where we promote reading for enjoyment across the school.

Phonics

Phonics is taught in discrete, systematic daily sessions from the Foundation stage through Key Stage 1, using a multi-sensory approach; we continue to teach phonics in KS2 according to the needs of the children.

The focus is on the children sounding and blending unfamiliar printed words quickly and accurately.

Children are taught:

- To discriminate between separate sounds in words
- Grapheme-phoneme correspondences
- To apply the skill of blending phonemes in order, all through a word to read it
- To recognise sight vocabulary identified as tricky words (words that cannot be sounded out phonetically) and high frequency words

Comprehension

Comprehension skills are taught throughout the school. In EYFS children are taught how to use a range of texts to find information, how to form their opinions of a text and encouraged to share their ideas in a range of situations. From year 1 to the end of KS2 children are taught specific skills which enable them to decode the meaning of text and how to form and express their personal opinions and make comparisons. It is expected that teachers ask carefully planned questions during a reading session.

Writing

Writing is embedded across the curriculum. We are committed to a systematic approach that develops children's enthusiasm for writing and ensures they are guided and supported. The key skills of composition, planning and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in literacy lessons but also indirectly through cross-curricular writing in other subjects. We believe that for children to become successful writers they need to be immersed in good models before they begin writing. Close links are made between reading and writing and during this time children are encouraged to 'steal' language features and use them in their writing. Children are taught, through modelling, skills needed to write a range of non-fiction texts. In fictional writing we follow the Pie Corbett – rewriting a well-known story

Imitating – rewriting a well-known story

Innovating – keeping the same story structure but changing characters/setting/details

Inventing – inventing children's own story using a theme from a well-known story.

Children are taught to use a range of planning, including 'boxing up'; skeleton models are often used to plan non-fiction.

Children are asked to produce a piece of writing at the beginning of a unit and then at the end to assess their learning.

Where ever possible links are made to topics and children are given opportunities to practices writing in relevant learning. We strongly believe that a child needs to be able to say the sentence before they write it. Therefor children are taught to rehearse saying sentences before they write. There is a focus on retelling familiar stories, nursery rhymes and poems from reception. Oral rehearsal is modelled by staff and weaved into literacy lessons.

Spelling, punctuation and grammar

Teaching of grammar and punctuation is, wherever possible linked to texts and children are given opportunities to practise skills before they apply them in their writing. Children are expected to learn key high frequency words and are taught strategies and how to investigate spelling patterns to spell words correctly. Phonics are taught and expected to be used from reception to year 6.

Handwriting

At Middleton handwriting skills are taught regularly and systematically using the Nelson scheme. Children are taught correct letter formation and then basic joins. By year 5 they are encouraged to develop their own handwriting style. Children are made aware of the importance and expectations of good presentation at Middleton.

Mathematics

At Middleton Primary Academy we follow the National Curriculum. Teachers ensure children are taught mathematics at a level which is appropriate to their individual needs. We have a high expectation for all children, ensuring that there is challenge and support at all times.

Mathematics is taught daily. Each lesson that has a high proportion of whole-class and group focussed or individual teaching. Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills.

A positive attitude is encouraged by presenting it in an interesting and enjoyable way, allowing the children to actively participate in the learning process, thus creating a sense of achievement and confidence. We make lessons fun, interactive and relevant.

There is a strong emphasis throughout the year groups for the development of mental arithmetic. We teach a wide range of written and mental strategies for the four rules and ensure progression for this throughout the school. Where appropriate every effort is made to use mathematics within other subjects in order to provide a cross curricular approach; children are given opportunities to use and apply mathematics in real life situations.

Children are encouraged to ask as well as answer mathematical questions and engage in discussions; learning from each other, misconceptions and mistakes. Opportunities are given to investigate and discuss ways to solve problems. Teachers may leave days free from planning to recap or consolidate concepts.

Science

At Middleton we teach science through a topic approach, our framework taken from the National Curriculum to ensure knowledge and concepts are built upon. Children are taught the knowledge, methods, processes and uses of science mostly through first hand, practical experiences and appropriate secondary sources such as books, photographs and videos. They are helped to develop their own understanding of science by using choosing the most appropriate type of enquiry to answer their own questions. Children learn to work scientifically through specific subject teaching following the programmes of study. They are taught (and expected to use and spell correctly) correct terminology and specialist vocabulary; given opportunities to develop methods of systematic enquiry (predicting, planning, doing, concluding); and explore science concepts by questioning, hypothesising and testing their ideas (often using fair testing).

Computing

Computing prepares our children to play an active part in the rapidly changing world in which education, work and other activities are increasingly transformed by access to varied and developing technology. Children are taught how to use, express themselves and develop their ideas through information and communication technology .ensuring they become digitally literate. ICT at Middleton focuses on the application of taught skills, knowledge and understanding that children need in a variety of situations across the curriculum.

Each class has timetabled ICT lessons and a scheme of work is used to teach key skills and contexts in which the five major strands of ICT. Links with local high schools enable support from specialist teaching. Children are taught to use ICT to research, analysis and presentation and become responsible, competent, confident and creative users of information technology.

Cross curricular links are made within other subjects to enable children to:

- use initiative and independent learning to make informed judgements about when to use ICT
- build and apply a range of knowledge of the uses of ICT within academy and home
- apply knowledge of a range of programs to gather, present, manipulate and share ideas and information for a range of purposes
- create, test and improve sequences of instructions to make things happen and to use simulations to explore, evaluate and respond to a range of patterns, relationships and situations.

History

Through teaching history we want children at Middleton to gain a secure knowledge of Britain's past and that of the wider world, inspiring their curiosity to know more about the past.

Following the programmes of study, we teach the key areas (historical interpretation, enquiry and being able to organise and communicate feelings) of history through: learning about themselves and their families; comparing lives of significant people and aspects of life in historical periods; significant events in living and beyond living memory in their own locality and further afield. Children develop a chronological knowledge and understanding of periods studied, learning that actions and events in the past have shaped and influenced our world today and how actions and events in the world today will shape and affect the future. We teach children to use correct vocabulary relating to the passing of time and an understanding of abstract terms such as 'parliament' and 'empire' and are given opportunities to develop their reference and enquiry skills through the use of primary and secondary resources such as visitors to school, artefacts and visits to historical places and museum.

Geography

Geography is concerned with the study of places, the human and physical processes which shape the people who live in them. It helps children to gain a greater understanding of the ways of life and cultures of people in their own and other environments.

Through local investigations, studies of places outside the local area –visiting whenever possible

They are taught about significant places and human and physical characteristics throughout the world; an understanding of how to use geographical information such as maps, globes and Geographical Information Systems; and communicate geographical information in a variety of ways.

Design and technology

Children develop creativity and imagination through designing products that solve problems within a variety of relevant contexts, considering the needs, wants and values of themselves and others; they have opportunities to work in teams such as during the school's 'enterprise weeks' where children have to produce products and sell to make a profit for charity. They are taught technical knowledge skills and develop understanding through a variety of practical tasks using a range of tools, equipment and materials.

At Middleton we see learning to cook as a crucial life skill. Children are taught how to cook a range of food, using a range of cooking techniques, applying the principles of healthy eating.

Art and design

We encourage children to be creative and to share their ideas, experiences and imagination. Children are taught to develop art and design techniques, including drawing, printing, sculpture, with a range of materials through using colour, pattern, texture, line, shape, form and space. They learn about great artists, designers, and architects; visits to galleries, links with 'artists in residence' and regularly displaying their own work in exhibitions give our children first hand experience of the work of artists.

Languages

Children learn a foreign language in KS2 at Middleton to enable them to make substantial progress in one language through a balance of teaching written and spoken language. It helps develop communication skills including key skills of speaking and listening and extends their knowledge of how language works.

At Middleton children are taught to develop and extend their knowledge of how language works and explore differences and similarities between the foreign language and English through engaging in conversations, speaking in sentences, reading and understanding and presenting ideas in the language studied. Children learn to broaden vocabulary, creating sentences from memory and adapting them to create new ones. Accurate pronunciation and intonation is taught and patterns and sounds of language are explored through songs and rhymes.

Physical Education

At Middleton we teach PE to develop children's knowledge, skills and understanding so they can perform with increasing competence and confidence, fairness and respect in a range of physical activities. We provide opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and teams through providing a minimum of 2 hours each week core provision which is enhanced with a number of extra-curricular opportunities and clubs. We work in partnership with a number of external partners, including the Academy Sports Partnership (SSP) and our feeder high school, to assist with the quality of provision and INSET. We support competitive activities with opportunities within academy as well as across local schools and county competitions via our SSP. All children have swimming lessons in six week blocks and all learn to swim before they leave Middleton.

We work hard to encourage all children to realise the importance of leading a healthy, active lifestyle and offer a wide range of sporting experiences for our children, including sailing, archery, fencing and outdoor activity residential trips.

Religious Education

At Middleton we follow the Norfolk Agreed Syllabus, which develops continuity and progression in Religious Education, and this forms the basis of our teaching supported by a scheme of work. Our teaching is non-denominational with a strong enquiry based approach to learning where they are encouraged to identify puzzling questions and suggest answers; considering questions concerning the meaning and purpose of life. Children are given opportunities to consider their own and others experiences, attitudes and values through learning from and about religion. Through developing a knowledge and understanding of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism they are taught to explore issues within and between faiths to help them understand and respect different beliefs, values and traditions, understanding the importance of religion to many people and how it affects their daily lives. We follow the Norfolk Agreed Syllabus recommended time for RE of 36 hours each year for KS1 and 45 hours for KS2.

Music

We value music at Middleton as a powerful and unique form of communication that can change the way children feel, think and act but also believe it increases self-discipline and creativity, aesthetic sensitivity and fulfilment. We want our children to leave Middleton with an appreciation and understanding of how music is composed and performed.

As part of the Norfolk music hub, working with a county peripatetic music teacher, partnerships with our feeder high academy and the Orchestra of the Age of Enlightenment we provide activities that develop musical concepts and skills sequentially. Awareness is developed of different cultures and traditions and an understanding of a wide variety of styles through listening to music. Enjoyment of music is encouraged. Children are taught a range of songs, including hymns, traditional and modern songs.

In KS2 children are able to have extra curricular music lessons, learning to play woodwind instruments. All children in years 5 and 6 are taught to play a brass instrument. All children have opportunities to listen to and perform in solo or ensemble contexts by singing and playing instruments, with other schools, adults and professionals.

PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all children's education. We very much believe at Middleton that PSHE should prepare our children for the opportunities, responsibilities and experiences of modern life. It is a non-statutory subject and, in order to allow teachers the flexibility to deliver high-quality meaningful PSHE it is not timetabled, but it is taught through many other areas of the curriculum such as science, PE, RE or Design technology. (this is identified on the curriculum map). There may be occasions where teachers feel it necessary to teach an aspect of PSHE as a result of an issue that has arisen in their own class. Programmes of study are available if needed.

Collective worship or whole academy gatherings also allow children to reflect upon their feelings and current issues. In Year 5 and 6, Sex and Relationships and Drug Education are delivered within a specific programme in the Summer term.

