

## Curriculum across the Key Stages

### English including Literacy:

Spoken Language. This is a fundamental feature of our approach to literacy because the quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Reading. We consider Literacy to be a fundamental right of each pupil. The skills of reading are taught including phonics in KS1 together with positive reading attitudes and behaviour. All pupils are encouraged to read widely across a range of genres including fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading and to gain knowledge across the curriculum. We encourage a strong partnership with parents to help support their children's reading. All pupils are provided with a book bag and given a Reading Journal. This is an important tool as this allows parents to have a dialogue with teachers with reference to their children's reading. The reading book sent home is chosen depending on the children's reading ability. Within the classroom they will use more challenging texts in activities such as Guided Reading in order to further develop their reading ability. Children are taught and encouraged to read for meaning, be able to discuss what they have read and make inferences about what they have read. They are also encouraged to discuss what they liked/did not like about books/genre of books. The school provides a range of reading books with Oxford Reading Scheme the main reading scheme in the Infants Schools.

Phonics. Children in KS1 continue to build on the phonics they learnt in the Foundation Stage. There will be a structured approach to teaching them through the Letters and Sounds Scheme and other supporting materials on the Interactive Whiteboard. The emphasis is on making these sessions fun, engaging but effective. Teachers ensure that pupils are fully prepared for the Phonic Screening Test at the end of Year 1 in a positive way thus ensuring their personal success. Phonics teaching provides the pupils with the correct stepping stones to develop both their reading and writing skills.

Library. The school has provided a dedicated space for a Library which is well resourced offering a range of books both fiction and non-fiction and other mediums e.g. comics or comic strip books. All classrooms have their book corners/class library to support our commitment to reading for pleasure.

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***Writing.*** Pupils in both Key Stages are encouraged to develop their competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Writing down ideas fluently will depend on effective transcription i.e. on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. In addition, pupils are taught editing skills e.g. how to plan, revise and evaluate their writing. The pupils in KS1 are encouraged to write simple sentences correctly and in KS2 their writing should correctly reflect the SPAG they have been taught. It is also an expectation that the teaching of writing is also incorporated in a cross-curricular way linked to the planned topic for each half term

In KS1 there is specific time allocated each week for handwriting, which will be taught and modelled regularly by the class teacher and provide an opportunity for children to copy and practice new letters and joins together with encouragement to have regard to the presentation of their work. In KS2 there is age appropriate dedicated time for free writing on a range of topics, with some emphasis on grammar, spelling and punctuation, and good presentation. Children are encouraged to use their imagination in these open sessions. The school ensures that talk for writing plays a vital role in the development of writing skills including activities such as drama and role play.

### ***Numeracy and Mathematics***

We understand that the acquisition of mathematical skills is critical to the development of children's thinking, reasoning and problem solving ability and will set challenging targets accordingly. Our maths teaching is exciting, creative and enjoyable, ensuring that our pupils achieve at the highest standards possible and are given the opportunity to apply their skills across the curriculum. Mathematics is important in everyday life. The Maths Curriculum covers

- Number – Place Value, Addition, Subtraction, Multiplication and Division, Fractions;
- Geometry – Properties of Shapes, Position and Direction;
- Statistics – To create and interpret data from diagrams, tally charts and graphs;
- Measurement – Time, Area, Measuring regular and irregular shapes, Volume of Liquids, Weight.

Planning places a strong focus on acquisition of calculation and processing skills together with mastery of content.

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All pupils will therefore:

- Become competent in all areas of mathematics through varied and frequent practice with increasingly complex problems over time;
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Reason using appropriate mathematical language by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- Apply their mathematical learning in real-life situations;
- Solve problems by applying their mathematics skills including breaking down problems into a series of simpler steps and persevering in seeking solutions;
- Read and Write mathematical vocabulary at a level consistent with their reading and spelling knowledge.

### **Science**

Science has been pivotal in changing our lives and is vital for the world's future economy. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. At Hujjat Primary School children develop an age appropriate secure knowledge and understanding in biology, chemistry and physics.

During KS1, pupils explore the world around them and raise their own questions based on their observations. They experience different types of scientific enquiries including varied, safe practical activities, and begin to recognise how to answer scientific questions experimentally. Pupils use features to compare objects, materials and living things and decide how to classify them.

Pupils observe changes over time, for example by creating an animation from a sequence of still digital images (e.g. plant growth and flowering) and use their growing scientific knowledge and understanding to notice and explain patterns and relationships. Older pupils in KS2 build on what they have learned about fossils and rocks and gain an understanding of how living things on earth have evolved over time.

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Through investigations, pupils are taught that it is important to collect evidence by making observations and measurements when trying to answer a scientific question. They are given opportunities to plan and carry out practical work to test their ideas, which include the concept of a fair test. They gather and present data and evidence, consider the evidence gained, and evaluate outcomes against expectations where they are encouraged to explain results in terms of their scientific knowledge and understanding, sharing their ideas using scientific language and via drawings, charts and tables.

Our pupils learn about the characteristics of living, non-living and never-lived things, the needs of living organisms, and consider human senses. They study green plants, classify living things, and learn about the interactions between organisms and their environment. Opportunities are provided to investigate the properties (nature and characteristics) of materials and use information from this study to classify them, also linking a material's uses to its properties.

Practical work includes looking at the physical effects of forces on objects in terms of pushing, squashing, spinning, speeding up or slowing down and changing direction, and the chemical impacts of heating on selected materials. Pupils also study common appliances that use electricity and investigate light and sound as physical phenomena that can be measured and analysed. Where appropriate, pupils will use technology as a means of presenting and communicating scientific information.

In line with our ethos at Hujjat Primary, creationism, intelligent design and similar ideas will not be taught as valid scientific theories.

**The following subjects are taught through a thematic approach focussed on cross curricular skills. The pupils are expected to transfer the knowledge learnt into a variety of situations. High standards of Literacy and Numeracy are expected at all times.**

### ***ICT and Computing***

At Hujjat School Computing and ICT supports the supporting of cross-curricular learning. There is dedicated ICT Resource Suite and the pupils have access to a range of hardware and software in order to carry out research and present their work in a variety of ways. Our aim is to ensure that pupils leave our school with effective ICT skills to enable to make them successful learners.

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During Key Stage 1 pupils are taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

During Key Stage 2 Pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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### **Social Media:**

Hujjat School recognises the power of Social Media and will use Facebook and Twitter to inform Parents and the Community about what is happening within the school and to celebrate the school's successes. However rigorous checks will be put in place to safeguard the School from inappropriate responses.

### **E-Safety:**

Hujjat School strongly believes in keeping our pupils safe online. E-safety is an integral part of the ICT Curriculum and pupils are regularly made aware of the rules for safe use of the internet. Parents are trained in supporting our school to enter into a positive conversation with their children about the appropriate use of the internet and to be aware of some of the problems they may encounter, Pupils are encouraged to speak to an adult immediately if they feel uncomfortable when using the internet.

### **History**

History allows pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils to be curious about the past and encourages them to ask probing questions, think critically and develop perspective and judgement. It will help them to understand the intricacy of people's lives.

During Key Stage 1 pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

During Key Stage 2 pupils continue 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 detect connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

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### ***Geography***

Geography provides opportunities to explore the relationships between earth and its people through the study of place, landscapes, resources and the environment. It encourages question about the natural and human worlds, using different scales of enquiry to view them from different perspectives.

During Key Stage 1 pupils develop knowledge about the world, the United Kingdom and Stanmore/Harrow. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their awareness of the area in which they live.

During Key Stage 2 pupils extend their knowledge and understanding beyond the local area including the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### ***Foreign Language (Arabic/Spanish)***

Learning another language is important as it enriches the curriculum taught in the school. It helps to create positive attitudes to learning other languages and to create enthusiastic learners.

Our chosen Foreign Language options are Spanish or Arabic based on the British Council's Languages for the Future report 2013 ranking these languages as the two most vital to the UK over the next 20 years. The Arabic Language also plays a central role in Islam so in most homes, children will be taught to read Arabic but very few understand the language and will rely on translations and interpretations of religious texts as they grow older. We believe that beginning the journey of understanding the language of the Quran, prayers and other religious literature, will encourage children to study the language further and protect them from being swayed by extremist interpretations of these texts.

The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

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### ***Art, Design and Technology***

The aim of this curriculum area is to develop the children's ability to view the world with depth and analysis as well as taking pleasure from what they see.

During Key Stage 1 children are taught to use a range of materials to design and make creations. They use drawing, painting and sculpting in a variety of situations to share ideas, experiences and imagination. They develop techniques in using colour, pattern, texture, line, shape, form and space.

In Key Stage 2 they use sketchbooks to record their observations. They further improve their techniques in drawing, painting and sculpture with various materials e.g. pencil, charcoal. through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of relevant contexts.

In both Key Stages pupils learn about the work of a range of artists and designers focussing on the similarities and differences in their work. Organised visits to visit Art Galleries will be an integral part of this work in KS2.

### ***Music***

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians and so increasing their self-confidence, creativity and sense of achievement.

During Key Stage 1, pupils are taught to design and to:

- Use their voices expressively and creatively through songs and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of musical genres
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

During Key Stage 2 pupils are taught to:

- Sing and play musically with increasing confidence and control.
- Play and perform individually or in a group using their voices and musical instruments.
- Use and understand staff and other musical notation.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Develop an understanding of the history of music.



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### ***Physical Education***

We are committed to fostering fitness through daily opportunities for physical activity, extracurricular sports, and regular interschool sports meetings. We will provide opportunities, encouragement and training for children to develop the skills and enthusiasm to enjoy and try a range of new sports.

During Key Stage 1 pupils

- Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Learn and practise the basic movement of jumping, running, throwing and catching.
- Start to develop simple tactics for attacking and defending.
- Perform dances using simple patterns.
- They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During Key Stage 2 pupils

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Throughout Key Stage 1 and Key Stage 2 pupils learn the importance of a healthy lifestyle that includes exercise and will be introduced to the principles of competition and positive behaviour around winning and losing.

As the school grows, we have budgeted for specialist sports/fitness coaches to provide activities such as gymnastics - providers in Harrow include Fit for Sport, The Elms Sport in Schools and Northwood Gymnastics. These will be partly funded by the Sports Premium Grant. There are several swimming pools in Harrow which can host swimming lessons to ensure all of our pupils are able to swim competently the nearest of which is Hatch End Swimming Pool.

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### ***Religion, Philosophy and Ethics***

It is our belief no child can be considered educated for life in modern Britain without an understanding of the major faiths and cultures that form the fabric of the society they are part of. It contributes to pupil's personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. In RPE, children across the school learn about all the major faiths from the Harrow SACRE syllabus, enriched with guest speakers, shared celebrations and activities e.g. Mitzvah Day and Harvest Festival, with other faith school partners. Children are encouraged to share their religious and cultural celebrations, creating opportunities for them to learn from one-another and develop an appreciation for the diversity of the world in which they live.

We understand the centrality of faith in the lives of those who have faith so at Hujjat Primary we go beyond the delivery of the syllabus to nurture whatever faith commitment our pupils bring with them. We believe that every human being has a spiritual dimension which needs to be allowed to flourish, experience and explore within the safety of a school environment and seek to develop this further through reflection on themselves and the natural world around them. To support our values-led approach to education and our aim of community cohesion, children will also can explore ethical issues, focusing on shared values and common answers to difficult moral questions. This subject will link closely with PSHCE.

Examples of some of the topics are:

Early Years – Pupils will explore a range of religions focussing on special people; books; places, and festivals.

KS1 - Continue to work on the above topics but under the headings of myself; celebrations; stories; special people; belonging and belief. They will also visit places of worship.

KS2 – Study world religions e.g. Christianity; Hinduism, Islam and Judaism. Other topics are birth ceremonies; inspirational people; war and suffering; neighbours and belief.

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### ***Personal, Social, Health, Citizenship and Economic (PSHCE) Education***

To support the VbE approach at Hujjat Primary, PSHCE is given dedicated time each week as well as coverage across core and foundation subjects as appropriate. Based on the PSHE Association programme for KS1 and KS2, our PSHCE programme equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

Using the core themes of Health and Wellbeing, Relationships and Living in the Wider World, our pupils develop the qualities and attributes they need to thrive as individuals, family members and members of society. We specifically teach about manners and etiquette including greeting, eating, visiting the toilet, talking and conversation, learning (classroom/school rules), rights and responsibilities.

- **Moral Responsibility** to other people, animals, and the earth. This means caring, defending, helping, building, protecting, preserving, and sustaining. Each individual is accountable for treating other people justly and fairly, for honouring other living things, and for being environmentally aware.
- **Legal Responsibility** to the laws and regulations of the community, state, and country. If there is a law which may be out-dated, discriminatory, or unfair, steps can be taken to change, improve, or eliminate it. It is not right simply to disobey it.
- **Family Responsibility** means treating parents, siblings, and other relatives with love and respect, following parents' rules, and helping out at home.
- **Social Responsibility**. As a part of the community, there is a responsibility for treating others as you want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen.
- **Personal Responsibility**. It's up to each individual to become a person of good character. Parents, teachers, religious leaders and other caring adults are there for guidance, however it is up each one of us to determine the kind of person we are and ultimately become. As a school we will recognise each child's endeavor.

To foster social responsibility, part of the dedicated time is for project work by Action Teams comprising of pupils across year groups (excluding Reception who will work on projects within their own classes), who team up to adopt a community issue or need, research it, decide what needs to be done, changed or improved and take action to achieve their goals. These initiatives have the capacity to connect to one or more of the school values as well as incorporate cross-curricular links with core and foundation subjects.

Example projects may include:

- Campaigning to save a local amenity e.g. library, supporting the local foodbank;
- Fundraising to send aid to areas hit by a natural disaster;
- Planning a celebratory event to raise awareness of our school and inviting guests from the local community.

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During KS2, to further promote shared British and Islamic values, children explore citizenship topics such as equality, tolerance, respect, democracy, rule of law and social responsibility in more detail using tailored modules from the Islam & Citizenship Education (ICE) project and the UK Race and Europe Network (UKREN) pack entitled Young, Muslim & Citizen. Our citizenship curriculum is again supplemented with Action Team projects and activities such as elections for the school council, visits to places of cultural interest and guest speakers e.g. Museums, Royal Palaces, Local Courts, Houses of Parliament, law enforcement professionals, local Councillors/MP, local, national and international charities.

Relationship and Sex Education is taught as part of our PSHCE Curriculum (Please see the SRE Policy). The guidance from the DfE states the 'to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy'.

At Hujjat School SRE aims to help children develop

- Self-esteem and self-awareness;
- The skills needed for successful relationships;
- A beneficial attitude towards difference and diversity;
- An understanding of their own and others' rights;
- Emotional Literacy;
- The ability, skills, knowledge and confidence to make positive, informed choices;
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm;
- A positive attitude towards themselves;
- An understanding of their own bodies;
- The confidence and awareness to seek help and advice;
- An awareness of the right they have over their own body;
- The skills to be assertive;
- Good communication skills;
- The ability to respect the right of others and to hold opinions that differ from their own as long as these views do not impact on the rights of others;
- The ability to take responsibility for and accept the consequences of their own actions.

*SRE gives pupils accurate information about sex and relationships, allows pupils opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.*

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## Enrichment Programme

We are committed to providing a comprehensive programme of:

- extended and extra-curricular activities aimed at further developing personal skills;
- nurturing interests and talents;
- activities that ensure that all children have the opportunity to expand their horizons through experiences that they may not otherwise be exposed to.

Although enrichment activities will not be mandatory, many of them are integral to the ethos of the school and we strongly encourage all pupils to take part in them (this is set out in our Home School Agreement). For Reception/KS1 children, enrichment activities primarily take place during the school day and include visiting storytellers, cultural celebrations involving parents/carers e.g. an International day for children to wear their national dress and parents to share their experiences. KS2 children will benefit from booster sessions for individuals or small groups in need of additional support in literacy or numeracy (attendance to be decided by the class teacher in conjunction with the curriculum leader and parents to ensure that every child is able to achieve their full potential).

After school clubs normally run for one hour from 3.30pm to 4.30pm and a separate provision will be made available to support working parents until 6pm. The clubs will be dependent on individual needs and interests, and include:

- Sports clubs including football, cricket, netball, tennis, inline skating, climbing, archery, cycling and bicycle maintenance, and self-defence (Aikido);
- Practical science;
- Language (Given the anticipated cultural diversity of our pupils, we will encourage them to work towards developing proficiency in their home languages so that they are in a position to take a qualification at secondary level to improve their career prospects);
- Arts and craft (including calligraphy and model making, in association with groups such as Young Rembrandts and Ahlan Art) and Drama (In association with groups such as Al Khayaal Theatre company);
- Life Skills (including making a basic nutritious meal, sewing a button, tying knots etc.), Nature club/Forest school (navigation, survival techniques, nature trails, making use of the abundance of natural woodland around Stanmore) in association with the Scout Association;
- Book Club, encouraging reading for pleasure and ensuring access to a range of reading material;
- Personal Development - debating, public speaking, leadership, collaboration;

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- Tech Club (use of personal devices to develop proficiency using suitable learning-based app games and app development, ensuring that children who do not have access to such devices at home are able to develop a basic proficiency);
- Islamic Studies: -Quran recitation and memorisation (focus on pronunciation) and Quran appreciation (contextual understanding using appropriate media resources such as Zaky the bear); Preparation for Buloogh (similar to Holy Communion, Eucharist or Bar Mitzvah).

They are led by a mixture of school staff and experts brought into the school.

### **ICT to improve Learning**

There are many benefits to using ICT to support learning. ICT allows the teacher to modify resources quickly and easily. It allows access to a wide range of information in various formats. Interactive Whiteboards are essential tools in the classroom and Hujjat School has ensured that each classroom has one. ICT resources e.g. cameras, computers and software packages all make teaching more effective and fun for the pupils. Hujjat School is committed to providing appropriate age-related resources for the pupils to extend and enhance their learning.

ICT is used to:

- Help teachers explain and model new concepts;
- To reinforce previously learnt knowledge in a fun way;
- To support the younger pupils with phonics and times tables;
- To support the teaching of our cross curricular subjects by providing resource to support planning;
- To support assessment and feedback.

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## **Provision for SEN(D) together with Gifted and Talented led by the Inclusion Manager.**

The Inclusion Role will be undertaken by our Deputy Head, who will have overall responsibility for working with Class Teachers, Teaching Assistants, and pupils directly to ensure that the learning needs of each pupil on the SEND and G & T Registers are met. They also undertake the organisational and statutory duties required of them in order for the school to achieve high standards and best practice. Their responsibilities include:

- Ensuring that statutory requirements are met including C&FA 2014, SENDA 2001.
- Maintaining the Special Needs Register and the Gifted and Talented Register.
- Assessing pupils who are causing concern academically, physically or with their behaviour.
- Assisting and advising teachers in planning appropriate programmes of work for pupils with SEND.
- Disseminating information about specific pupils to relevant staff.
- Monitoring SEND pupil progress and setting up 1:1 interventions and group interventions.
- Deploying and directing support staff resources for pupils with SEND.
- Allocating teaching resources for use with SEND pupils within the budgetary envelope in order to meet individual learning needs.
- Ensuring that relevant staff have the necessary training and support to deliver programmes of work and interventions.
- Communicating with the parents of children receiving interventions.
- Ongoing organisation of the staged assessment in line with the Code of Practice including contributing to and reviewing EHCPs.
- Identifying and organising resources.
- Communication with outside agencies in relationship to the needs of the identified pupils.
- Organising and attending annual consultation meetings.
- Monitoring and reporting on gifted and talented pupils

We aim to provide high-quality appropriate support for pupils with special educational needs. Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Extra support for individual pupils will be available when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for further action to be taken to meet their specific learning needs. This will normally include the involvement of a Teaching Assistant/HLTA working under the

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guidance of the class or subject teacher and the Inclusion Manager, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where a pupil does not continue to make sufficient progress, extra support will be available which might be delivered in a smaller group outside the classroom, dependent on individual pupils' needs. This may also involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the Inclusion Manager and teaching teams. We work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

There is also the option for requesting support from external services where colleagues from these services can advise teachers on alternative approaches with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and, in some cases, provide direct support for particular activities.

An individual pupil's educational needs may be recognised as requiring resources in addition to those available at the school in the form of an Education, Health and Care (EHC) plan. Provision for these pupils will be identified in their EHCP and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the Inclusion Manager's oversight and with Teaching Assistant support as appropriate.

All statutory requirements in terms of reviews, EHCPs and best practice will be met. Pupils with disabilities admitted to the school will have full access to the curriculum as our provision will be fully compliant with the requirements of the Disability Discrimination Act (1995) i.e. 'DDA compliant'. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001 and the Children and Families Act 2014, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010

The school adopts a flexible approach to meeting the needs of the most able/gifted and talented pupils to ensure they progress at an age and ability appropriate rate. This takes place via extending work in terms of pace and challenge (breadth and depth). Our approach to supporting pupils who are gifted and talented forms part of our ethos of enabling every child to reach his or her full potential. We ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively.



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Pupils will be identified for intervention using a combination of the following information:

- Any valid and relevant information available prior to joining our school;
- Teacher formative assessment;
- Standard tests in various subjects.

We apply expertise developed at Warwick University around the needs of gifted and talented pupils and through the involvement of external agencies such as the National Association for Able Children in Education (NACE). In particular, for gifted and talented pupils, we will foster higher level skills through independent learning. This includes higher level skills as synthesis (finding and organising) and evaluation.

We also nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities and the opportunity for pupils to use their strengths for the benefit of others, for example as learning mentors as part of personal development.

### **Children Looked After**

We recognise that the lives of CLA are characterised by instability, especially that:

- they spend too much time out of school;
- they do not have sufficient help with their education if they fall behind;
- primary carers are not always expected or equipped to provide sufficient support and encouragement for learning and development;
- they have unmet emotional, mental and physical health needs that impact on their education.

We will put in place clear support for any CLA who attends our school. This will include a Personal Education Plan (PEP) which will:

- Be a comprehensive and enduring record of the child's experience, progress and achievement, academic and otherwise;
- Be linked to information in other education plans, including EHCPs and IEPs;
- Identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experience;
- Set short term targets, including progress monitoring against each of the areas identified against development and educational need;
- Set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations);

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- Document identified actions for specific individuals intended to support the achievement of agreed targets;
- Highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels.

### **Meeting the needs of children requiring literacy recovery/intervention, including EAL**

The needs of those pupils who require specific literacy recovery/intervention including English as an Additional Language (EAL) will be met as part of our overall approach to meeting individual needs of any child not meeting Age Related Expectations.

Provision for children at the early stages of learning English will be embedded into all teaching to ensure that they are able to access the curriculum and realise their potential. This will include ensuring that all Teachers and Teaching Assistants are trained and equipped with specific skills to address pupils' needs on a daily basis.

We begin with a full understanding of each child's language background e.g. previous schooling, languages spoken/read/understood, and any specific contexts. This information is shared with all relevant staff and informs the extent of support and interventions. Where intensive intervention is required, we provide high quality EAL teaching to bring the child to a level where they are able to access the core curriculum. Our intervention strategies include buddy schemes and using a variety of different media to encourage communication.

With particular reference to those pupils who need extra support with their reading and literacy both in Key Stage 1 and 2, we will implement an approach which based on the "Reading Recovery" model. Although this model was originally designed as a school-based, short-term literacy programme designed for pupils aged five or six, and who are the lowest literary achievers after their first year of school we feel older children benefit from a similar approach.

The approach will take the format of intensive one-to one lesson for 30 minutes a day, for between 12 and 20 weeks working with a Teaching Assistant. It will be different for every pupil, assessing what the pupil knows and what he/she needs to learn next. The focus of each lesson will be to comprehend messages in reading and create messages in writing; learning how to attend to detail without losing focus on meaning. The goal is for pupils to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

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The key features of our approach will be:

- Pupils receiving this support are those who have the most difficulty in reading and writing after one year at school, the lowest achieving six year olds in the mainstream class;
- This support will also be available for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six;
- The approach is different for every pupil. The starting point is the pupil's strengths, and teaching builds upon what the pupil is able, and trying, to do;
- Each pupil has a short intensive programme of daily 30 minute lessons which are individually designed and individually delivered. This is supplementary to normal class activities;
- There will be regular monitoring and reviewing of the child's progress to ensure they are receiving the correct type of intervention.

We believe creating parental partnerships and encouraging parental involvement in learning is crucial to the progress of all children, particularly those in the early stages of learning English. To this end, parents will be given an overview for each half term, highlighting the key areas that will be covered and keywords that will be used. Where necessary, we arrange translation and a buddy system with other parents to ensure that key concepts are understood and can be discussed/researched with the child at home. Teachers ensure that key concepts are clearly signposted pictorially in the classroom and encourage all children to use the keywords in their learning and recording activities. In addition, we work with external agencies e.g. local colleges to provide family learning courses including learning English (e.g. Family English and Let's Talk English) which support parents with minimal English to improve their speaking skills, confidence, vocabulary and understanding of English, and for those with intermediate English, explain the literacy curriculum and enable parents to improve their own skills as well as support their children.

### **Meeting the needs of children with Emotional and Behavioural Difficulties (EBD)**

As noted above, our behaviour policy will be integral to our approach to teaching and learning. Those pupils who have significant emotional and behavioural difficulties (EBD) will be supported by the Inclusion Manager, and the team of Teaching Assistants/HLTAs. TAs remaining attached to a year group will offer additional security and comfort from continuity of contact. In addition, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of the school ethos.

Headteacher: David N Poole BEM MA NPQH

If and where necessary, external professional support is sought and we work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. Our curriculum model and quality of teaching will ensure all pupils have an opportunity to discover what they can do well and excel at it. This includes academic work and social conventions in our learning community.

### **Pupil Premium**

The Pupil Premium Funding is additional funding allocated by the Government to schools to support pupils who have been registered for free school meals at any point during the last 6 years. School also receive funding for children who have been looked after, children who have been adopted from care or who have left care under a Special Guardianship or Residence Order and children of service personnel. Hujjat School is required to report on the amount of funding it receives.

Our priorities for these pupils are:

- To narrow the gap for those not achieving Age Related Expectations;
- To ensure early identification of need;
- To provide early intervention programmes;
- To provide additional adult support to facilitate emotional and social development.

The additional funding will be used to:

- Additional teaching and learning opportunities;
- Alternative support and intervention arranged in partnership with the parents;
- Provision of extra – curricular learning;
- Extension activities for more able pupils.