

# History and Aims



Robertswood School  
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Headteacher:  
Mr Edward Richings

Chair of Governors:  
Mrs Elaine Pope  
Mr Pascal d'Arc

## HISTORY OF SCHOOL

In 1983 Gravel Hill First, Gravel Hill Middle and Cheena Combined School joined together to become Robertswood Combined School, located on the popular Chalfont Common side of the village. Since that time, the school has expanded and flourished into today's community that we are proud to be a part of; Robertswood School.

Prospective parents are welcome to come and visit. Please email or call the office to arrange a time.

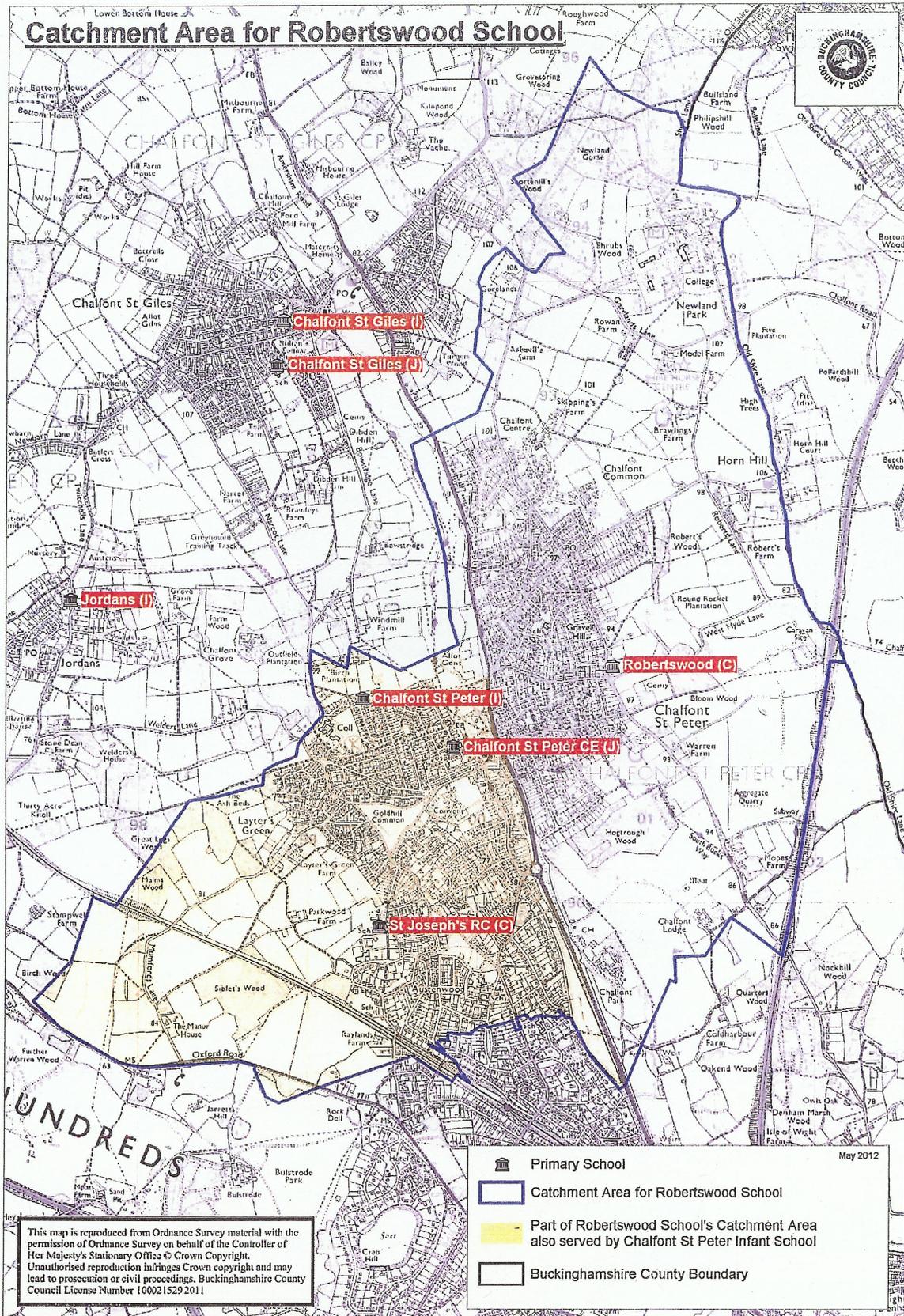
## Our Vision

We are committed to providing an outstanding education within a secure and happy environment, where each child is valued and equipped with the necessary skills, knowledge and understanding to become caring, confident and successful individuals.

## AIMS

	<ul style="list-style-type: none"> <li>★ happy</li> <li>★ safe</li> <li>★ supported</li> <li>★ well-resourced environment</li> </ul>
	<ul style="list-style-type: none"> <li>★ respect</li> <li>★ self-esteem</li> <li>★ confidence</li> <li>★ resilience</li> </ul>
	<ul style="list-style-type: none"> <li>★ love for learning</li> <li>★ passion for discovery</li> </ul>
	<ul style="list-style-type: none"> <li>★ acquisition of skills and positive attitudes</li> </ul>
	<ul style="list-style-type: none"> <li>★ use and development of capabilities in order to achieve full potential</li> </ul>

The Robertswood catchment area is defined as:-





## The School Day

School starts at 8:50am  
Key Stage 1 finish at 3:15pm  
Key Stage 2 finish at 3:30pm

Nursery  
8:30am to 11:30am  
Pre-booked lunch 11.30am to 12.30pm  
12:30pm to 3:30pm

We have a crossing patrol officer each morning and afternoon.

## School Organisation

The school is two-form entry, two classes in each year group from Nursery to Year 6. This is the full span of primary years from Early Years Foundation Stage to National Curriculum Key Stage 1 and 2. Class sizes do not exceed 30. The teachers in each year group work as a team, to ensure that the children receive a broad and balanced curriculum including all statutory requirements. Learning support assistant support every class, helping individual children and small groups with all aspects of their school life.

Although a larger primary school, it operates on a smaller scale, divided into four sections;

- Early Years Foundation Stage - **Nursery**
- Early Years Foundation Stage – **Reception** and Key Stage One – **Year 1**
- Key Stage One – **Year 2** and Key Stage Two **Year 3**
- Key Stage Two – **Years 4, 5 and 6**

## The School Community

Robertswood School is a non denominational school, upholding our star values of respect, and encouraging the children to understand different cultures and religions. Our school is an active member of the local community, and we value our relationships with the people and organisations that we work with.

The school sees the relationship between parents and staff as being vital in the success a child will achieve in school, both behaviourally and academically. Staff readily make themselves available to see parents by appointment throughout the year.

Good communication is a priority and we are working hard to achieve this with our parents and children. Weekly newsletters are emailed or sent home in hard copy format to inform parents of all the events

happening within the school. We also use text messages to inform parents of essential and immediate information.

Early each academic year, the school holds 'meet the teacher' evenings where teachers and parents may make one another's acquaintance. Later in the Autumn Term, we hold formal parental consultations, and then again in the Spring Term. Parents may also consult teachers after receiving their child's reports in July.

Parents help the school in so many ways. They assist with reading groups, organise school uniforms, accompany school trips and provide transport to sports matches, run a book club, perform pantomimes, accompany children to music lessons, help with reading as part of a 'Parents Army' and much more.

We have an extremely active Parent Teacher Association who raise money to provide the school with valuable extra resources. The P.T.A. organise popular and successful events such as the summer Fayre, a Christmas Fair, Frankie's Special lunch days and movie nights. Another group within the P.T.A. is the pantomime group who entertain the school on an annual basis. Robertswood Rangers is a Saturday morning football club and run by parents and is open to children of Robertswood School from Reception to Year 6. There is also a netball club available on Saturdays for girls in year 4 to 6 on the playground. All four groups are huge assets towards making the Robertswood community such a special one and in the process make valuable financial contributions to the school.

We perform annual Carol Concerts at Goldhill Baptist Church, and the Children's Worker from the Church visits us regularly, helping with arts & crafts and RE lessons.

We welcome visits from the local police, nurse, GP and fire service to promote health and safety for children.

Robertswood children represent the school at the Remembrance Day Parade in November, the carol singing at the turning on of the village Christmas lights and the Chalfont St Peter Feast Day in the summer.

On occasion, we visit the local Youth Centre, Epilepsy Centre, Edith Bell House, and Chalfont Lodge for various activities.

## **Safeguarding children in education**

"At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and "Keeping Children Safe in Education " 2016, we have a Designated Safeguarding Lead for Child Protection (Emmeline Davison) who is a member of the senior management team, and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

Occasions do arise when our concern about a child mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, or your child's class teacher.

## Facilities

The facilities we have at Robertswood include the main hall with gym apparatus, and a small hall with musical instruments, the ICT Suite with 30 PCs, the school library, and a kitchen area. Outside we have a large field, a large playground with assault courses, a climbing wall and a quiet area. The Robertswood Nursery is in a separate building with its own garden and outdoor play area.



## Everyone is important at Robertswood

Children are offered a range of educational opportunities covering the academic, creative, sporting, spiritual and social aspects of a child's development. The highest possible standards are expected from each child in every aspect of school life. The school strives to provide a stimulating and caring learning environment to ensure that all our children thrive.

The 'Every Child Matters' agenda still permeates into every aspect of school life:

- Be healthy
- Be safe
- Achieve economic well-being
- Enjoy and achieve
- Make a positive contribution

# Special Educational Needs

Many children will have various special needs at some time during their school life. We endeavour to meet these needs in the normal classroom situation, giving the children full access to the curriculum. The staff is committed to our Special Needs Policy which is available to parents.

The school has a Special Needs Coordinator and specialist learning support assistants who support a number of children as part of Action Plus in the SEN Code of Practice on a weekly basis. The school is also supported by a number of outside agencies and charities. As a fully inclusive school, children with statements of special educational needs are taught in mainstream classes for the majority of the time.

We strive to challenge children who are gifted and talented, not only with differentiated work in class, but by running after school workshops, tournaments and activity days in conjunction with other local primary and secondary schools.

## Early Years Foundation Stage

Schools and Early Years providers follow a structure of learning, development and care for children from birth to five years old. This is called the Early Years Foundation Stage (EYFS) and it enables your child to learn through a range of play-based activities in a safe and secure environment.

In Nursery and Reception classes children learn through play with a range of opportunities for both child-initiated and teacher-led activities. Free flow play allows the children to move between indoor and outdoor environments. Children are encouraged to become independent and to develop the skills needed to operate and socialise confidently and happily in the learning environment. The curriculum is based around the childrens' interests and is flexible - with young children it is important to adapt to their specific needs, skills and passions. Learning is active, play based, creative and includes first-hand experience, indoors and outdoors.

Parents are kept informed by weekly newsletters detailing learning activities and experiences and daily contact with staff. A two-way dialogue between home and school is promoted and valued – there is always an open door.

The EYFS curriculum consists of six key curriculum areas. All areas of Learning and Development are connected to one another and are equally important:

### **Personal Social and Emotional Development**

The focus is on children learning how to work and play co-operatively with others and function in a group beyond the family. It covers important aspects of personal, social, moral and spiritual development including the development of personal values, an understanding of self and of others and respect for their own and other people's culture.

### **Communication, Language and Literacy**

This area of learning covers important aspects of language development and provides the foundation for literacy. It also includes communication; speaking and listening in different situations and for different purposes.

### **Problem Solving, Reasoning and Numeracy**

Children learn through practical activity. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

### **Knowledge and Understanding of the World**

Children learn about the environment, other people, and features of the natural and made world. This provides a foundation for later work in science, design and technology, history, geography and information technology.

### **Physical Development**

The foundation stage is about improving skills of co-ordination, control, manipulation and movement. It helps children gain confidence in what they can do and enables them to feel positive benefits of being healthy and active. Effective policy helps children develop a positive sense of well being.

### **Creative Development**

The focus is on the development of children's imagination, on their ability to communicate and express ideas and feelings in creative ways through art, music, dance, role play and imaginative play.

### **Planning and Assessment**

In Nursery and Reception, the children are observed at play in order to understand their individual strengths, interests, learning styles and abilities. The information and knowledge gleaned through observation is then used to plan challenging learning opportunities to meet the individual needs and interests of children. Our observations of children are shared with parents throughout the year at parent consultation meetings. A photographic and written record of children's learning is collated in an individual Learning Journey book. This is used to record progress, celebrate success, share information and to promote the two way dialogue between home and school.

At the end of the Foundation Stage (the end of the Reception year), children's achievements are assessed summatively using the statutory Early Years Foundation Stage Profile assessment scales. Parents have the opportunity to discuss this with their child's teacher at the end of the Reception year.

We have a potential for a 60 part-time or 30 full time place Nursery. Parents who wish their child to attend the Nursery are asked to fill in a form when their child is two years old, whereupon their child's name will go on the waiting list. Selection to the Nursery will be based on criteria in the School's Nursery Admission Policy. There are 3 intakes in September, January and April for children who are three years old.

Children are entitled to a 15 hour part-time place which equates to five mornings or afternoons, or 2 and a half days running from Monday to Wednesday lunchtime or Wednesday lunchtime to the end of Friday\*. On top of this free entitlement, parents can purchase top up hours including the ability to stay for lunchtime or be able to secure further funding for up to 15 additional hours.\* (\*subject to conditions and excludes funding for lunchtimes)

When starting, children will come in for one session with their parents with a small group of new starters and then start the following day for the whole session. Starting is staggered over about a week to make the process easier for everyone.

Each child allocated a place will be offered the opportunity of a home visit from the Nursery teacher and learning support assistant.



## Healthy and Eco School Status



We have been awarded Healthy Schools Status and Bronze Eco School Award. Our youngest children are provided with fruit in the mornings and older children are allowed to bring a fruit snack for break time. The school has a hot lunch service which is able to provide hot lunches five days a week. We have set lunchbox guidelines to encourage healthy lunches for all.



The whole school participates in 'Wake and Shake' dance routines for ten minutes every afternoon. This gives everyone a chance to get some fresh air and exercise which refreshes the children, improving their afternoon learning.

Pupil voice is important at Robertswood and our School Council allows representatives from each class to discuss their ideas to make the school better for everybody. They play an active role in the school.

Children raise money for many charities throughout the year, such as the NSPCC, Barnardos, Children in Need and Comic/Sport Relief. Making A Difference (MAD) is a local organisation that we are supporting and building a link with children in Kampala, Uganda. <http://makeadifferenceuganda.org/>

At Robertswood the older children run a 'Walk to School' scheme. Weekly class winners are awarded and at the end of the year there is a trophy for the class who walk to school most often. Nursery and Reception have a 'Pedal Push' every summer. Our crossing patrol officer helps children across the road to ensure we have the safest possible environment.



The Eco team have been busy carrying out waste audits, recycling and composting within the school. With the help of parents and staff, the children have been running a termly book swap and 'Bag 2 School' collection which is a clothing recycling service.

During Healthy Living and Anti Bullying Week, we highlight these personal and social responsibilities and learn about healthy eating and exercising. Children are encouraged to be aware of their behaviour so as not to hurt others. Playground leaders are appointed to help eliminate loneliness and friendship troubles in the playground. We take bullying very seriously and do our utmost to prevent and deal with it when it does occur.

# Extra Curricular and Moral Activities

Enriching the curriculum, Robertswood children take part in many special events and activities, such as:

- Sports Days
- Christmas Performances
- Class Assemblies
- Energize at the Wycombe Swan
- World Book Day
- Playground Art
- Science Week
- ARTS week with a Drama Festival
- Healthy Living Week
- Anti Bullying Week
- Charity Activities



Our school trips this year are: (subject to change)

Year 6	Henley River and Rowing Museum, Lincolnsfield, and Residential to France,
Year 5	Hazard Alley, Gunnersbury Park, and Residential to Kingswood Activity Centre on the Isle of Wight
Year 4	The British Museum, The Wycombe Museum, and Overnight Saxon experience.
Year 3	Hindu Temple, Scout Camp and Sleepover at school
Year 2	Gunnersbury Park, Mop End, and Chalfont St Peter Village
Year 1	Gunnersbury Park, Kew Gardens, and The Discovery Centre
Reception	Chiltern Open Air Museum and Waddesdon Manor
Nursery	A Mobile Farm visits the Nursery, Chiltern Open Air Museum

Robertswood offers children a diverse range of clubs to join at lunchtime and after school. These currently include:

- Football (girls and boys)
- Netball
- Cricket
- Wildlife Club (Summer)
- Dance
- Recorders
- Hockey
- Smart Raspberry
- Mouse Wizards
- Drama
- Choir
- Art
- Chess
- Book club

Robertswood children enjoy participating, and sometimes winning inter-school matches and competitions.

# Homework

We believe that the children should develop the routine of regular homework in order to consolidate their learning in class, and to establish good habits for the future. We set homework throughout the school with a particular focus of English and Maths. Every 3rd week we set a 'Brain Builder' homework which encourages children to develop thinking skills, and to become more creative in how they approach activities. We rely on all parents to support our homework and to share this time with their children. In the early years this may only be ten minutes a night, but this should progress to at least 20-30 minutes per night by Year 6. One of regular features is reading which should be carried out regularly (see English further down this prospectus).

# Assessment

Assessment is an ongoing process at Robertswood School. Our methods of assessing the children are used to decide the next stage of the learning process for the individual child. Teachers assess the children in three main ways:-

- Through continued observation of the children at work and discussion with them.
- Through the marking of completed work
- Weekly assessment of work against National Curriculum age-related descriptors captured on individual checklists
- Through the use of formal assessments

Through the continued use of these methods of assessment, we can ensure that each child has the support and extension that is best for them. Children are also set individual targets so they know what their next step should be.

# Before School and After School Care

## Opening Times

Breakfast Club 7:50am to 8:40am

After School Club 3:15pm to 6:00pm

## Breakfast Club

Children will be dropped off by parent/guardian to the main hall via the main school entrance. Children will be signed in by their parent/ guardian stating the arrival time. School staff members will offer all children attending the Breakfast Club a choice of healthy breakfast each day. Breakfast will be offered to all children arriving before 8:20am. We regret that breakfast will not be available after this time. Reception class

children will be escorted by school staff member to their classrooms at 8:40am. Children in Year 1 to Year 6 will be allowed out into the playground from 8:30am once the blue gates are open and staff members are in the playground. There will be different creative and sports activities planned for the children attending the club including educational games. Children will be able to read their book if they wish and will be supported by a member of staff if required.

### **Typical Timetable for each day**

7:50am Welcome

7:55am Breakfast

8:20am Tidy up

8:25am Group Activity

8:40am start of the school day

### **Breakfast – examples of breakfast are listed below:**

Bowl of cereal with milk

Pancakes

Fruit with natural yogurt

Croissants

Drinks- Milk or water

### **Staff**

All Breakfast club staff has an Enhanced DBS check, are interviewed, referenced, trained and experienced in working with children.

### **Sickness**

We recognise that both staff and children are vulnerable to infections/illness and therefore ask parents/carers to refrain from bringing their children when they are unwell. We reserve the right to refuse entry to any child or family who, in the opinion of the supervisor, are not well enough to attend or pose a risk of infection to other children. We require written consent to administer any medication.

### **Accidents**

First aid is always administered by a qualified first aider, who will decide the most appropriate course of action. A written accident report will be provided to the parent via the child's bag. Should a child need to go to hospital or need medical attention their parents will be immediately contacted. An escort will be provided if the parents are unable to get to school.

### **Security**

All children will be signed by their parent on arrival at the Breakfast Club, please use the main entrance to the school.

Children may be dropped at any time during the session but must be signed in by the parent indicating the time of arrival.

### **Bookings, Fees and Payment for Breakfast Club**

Bookings can be made by either completing a form available from the Reception Desk or by using the form available via the school website [www.robertswoodschoo.co.uk](http://www.robertswoodschoo.co.uk). Forms can either be returned to school via the silver post box in the foyer or they can be emailed to [breakfastclub@robertswood.org](mailto:breakfastclub@robertswood.org). Urgent or last minute changes during club hours should be made directly to the School on the club mobile on **07880472728** (term time only) particularly in the case of cancellation of a session for your child.

Each session will be charged at £4.60 per child even if the full time has not been utilised i.e. late arrivals. The session starts at 7:50am and finishes at 8:40am. (Please see fee's as below). Invoices will be sent out on a monthly basis and parents will have two weeks to pay the bill. Invoices can be settled via parent pay, child care or cheque.

### **Fees**

- £4.60 per session/ per child
- Siblings attending on the same day/ session will be charged at £3.60 per session (first child will be charged at £4.60 and subsequent child/ren at £3.60)

### **Cancellations**

You must advise the club if you need to cancel a booking.

### **After School Club**

Children make their own way directly to the First Shared Area. We offer children a range of activities, games and entertainment, or just the chance to relax and unwind. We have different craft and sports activities each day which are planned half-termly in advance to ensure a varied programme. We have our own dedicated room with a fenced outdoor play area, games and puzzles for older children, team games, sports and free play outside as much as possible. There is a full range of toys and activities to cover all age groups from 4-11 years with a homework area available if required.

All children are offered a range of activities and can choose to participate or engage in their own preferred activity. A healthy light bite is provided at 4.30pm such as beans on toast, wraps, pasta and sauce. Parents must sign their children out, stating the time of departure. All new children are observed during their first weeks to ensure they are happy, making friends and engaging with the activities. Children within the EYFS age group are regularly observed to ensure they are meeting their developmental goals. For children within the EYFS age range, we will display their work along with others on a display board during their time at the club and this will be available to parents at any time.

### **Typical timetable for each day**

3.15 – 3.45pm	Welcome and inside activities
3.45 – 4.15pm	Homework* including reading and brain builders (*depending on the day of homework)
4.30 – 4.45pm	Light Bite



You will be charged for the sessions your child(ren) takes taking into account the time of collection. Invoices will be sent out on a monthly basis and parents will have two weeks to pay the bill. Invoices can be settled via parent pay, child care or cheque.

### **Fees**

- £7.55 for 1 hour / part of one hour
- £11.65 for 2 hours\* / part of two hours
- Subsequent ¼ of an hour over 2 hours is £1.30 per 15 minutes of thereof
- Late Collection Charge - £8 per 15 minutes per child after 6pm

### **Fees for siblings**

- £6.55 for 1 hour / part of one hour
- £10.65 for 2 hours/ part of one hour
- Subsequent ¼ of an hour over 2 hours is £1.30 per 15 minutes of thereof
- Late Collection Charge - £8 per 15 minutes per child after 6pm

### **Cancellations**

You must advise the club if you need to cancel a booking.

## **Further Information**

Link to OFSTED report

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110360>

# Curriculum

Our objectives are to:-

- Develop lively, enquiring minds, imagination and the ability to question and argue rationally.
- Enable the children to acquire attitudes, knowledge and skills relevant to their present and future lives.
- Develop within each child self-confidence, personal fulfillment and a positive self-image, so that they are able to make a significant contribution to a constantly changing society.
- Enable pupils to become increasingly independent and self-reliant learners.
- By example and encouragement through our teaching methodology, to develop respect for religious and moral values and tolerance of other races and ways of life.
- Ensure that pupils experience the appropriate programs of study within the National Curriculum.
- Promote effective use of language and number.
- Develop an understanding of the physical, natural and scientific world.
- Ensure a confident use of appropriate information and communication technology to prepare them for their future in this age of technology.
- Foster an appreciation of past and present social, cultural and technological human achievements.
- By example and encouragement develop within each child a sense of individual and collective responsibility towards the school and the wider community.
- Develop physical skills which will encourage them to use their leisure time effectively and to understand, control and care for their bodies.
- Equip the children with the necessary skills to allow their creative and expressive abilities to flourish and to instill an awareness of the aesthetic qualities of their world.
- Develop a logical and organised approach to problem solving.
- Generate a common sense approach to using skills and knowledge learned.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

## English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Spoken language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Reading**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, 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. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide

knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

All classes follow the National Curriculum 2014, which involves an hour of literacy work every day and extension work is also encouraged at other times during the week.

## Mathematics

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Continual monitoring and assessment of maths work enables us to obtain a clear understanding of individual needs. This process allows us to create high standards throughout the school and supports teachers in providing tailored work programmes for individual groups of children.

Regular testing of times tables and mental arithmetic helps to develop children's skills which can be used in all areas of mathematics.

We use the Collins maths scheme as a resource, along with RM Maths, and Mathletics software packages.

The role of the parent is proven beneficial in helping to consolidate work studied in school. In response to discussion with parents, we have produced a guide to help parents and children with their maths at home. This can be found under the parents tab on our website.

# Science

## **Purpose of study**

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

## **Aims**

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## **Scientific knowledge and conceptual understanding**

The 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. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

## **The nature, processes and methods of science**

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key

features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

### **Spoken language**

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Through Science, the children are taught to understand the world in which we live. We teach National Curriculum Science through practical investigations, which will encourage scientific thinking, accurate observation and allow experimentation and evaluative thought. We try, where possible, to use familiar things as starting points, so as to build on the children's own knowledge, skills and scientific vocabulary. Each year we have a Science Week. This involves every class participating in Science investigations and special activities. We liaise with the local Secondary Schools borrowing their science equipment occasionally, and sending Year 6 children to experience Science in their schools. This collaboration allows a smooth transition from our School to the Secondary Schools for all our Year 6 pupils.

# Computing

Computing is not just computers, it includes all forms of technological communications such as digital cameras, digital video cameras, digital microscopes, microphones, robotics etc. Computing offers an integrated approach to all curriculum areas and is used to stimulate the children. We are continually updating hardware and software to ensure that we are preparing the children for the rapidly changing technological world we live in.

## **Purpose of study**

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

## **Aims**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

# Design Technology

In Design Technology we aim to prepare children to participate in tomorrow's rapidly changing technologies through the purposeful use of knowledge, skills and physical resources. Children examine and apply the principles of the design process through research, investigations and problem solving tasks. They also explore the role of technology in our environment. An integral part of the designing and making process is product evaluation. We encourage all pupils to reflect on and evaluate past and present design technology, its uses and effects. Children use a variety of media, tools and techniques and, at all times, are taught about the vital importance of safety and hygiene. We have installed a brand new kitchen for children to use in DT.

## **Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

# French

In teaching French we aim to foster a sense of enjoyment and confidence in speaking, reading and writing a modern foreign language. This in turn will give the children a firm foundation and positive attitude from which they can continue their learning in secondary school. G & T children are chosen to take part in the French verse competition with other local schools.

All pupils from Year 3 to Year 6 are introduced to a modern foreign language. This begins in Year 3 and 4 with a focus on oral and auditory learning. Throughout year 5 and 6 these skills are further built on with the introduction of role play, reading and writing tasks. The residential trip to France in Year 6 brings the language learning to life.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

# Religious Education

In Religious Education we aim to help the children in their development as individuals and members of society. Through gaining an understanding of various experiences, attitudes and religious practices we give children the opportunities to reflect on themselves and have respect for others. Christianity, Hinduism, Islam, Sikhism, Buddhism and Judaism are the main religions we learn about. Religious practice, festivals and beliefs are researched and discussed, enabling them to empathise with people of the world. Occasionally parents come into classes to talk about their religions and festivals, such as Diwali and Eid.

We have daily assemblies which form an important social interaction within school where children are given the time to join together and share their own experiences and feelings. It is also an important time to feel part of the school community.

All children are expected to participate in Religious Education unless a formal request to the Headteacher has been made by parents for their child to be withdrawn.

# History

## Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Key Stage 2, the children discover different periods of British, European and World History.

Year 3	Changes in Britain from the Stone Age to the Iron Age Ancient Egypt (Achievements of one of earliest civilisations)
Year 4	The Roman Empire and its impact on Britain Britain's settlement by the Anglo-Saxons and the Scots
Year 5	Ancient Greece The Viking and Anglo-Saxon struggle for the Kingdom of England
Year 6	An aspect or theme in Britain's history beyond 1066 – The Second World War, The Mayans (a contrasting non-European society)

# Geography

Geography is concerned with the study of places and the human and physical processes which shape them. We endeavour to relate geographical studies as closely as possible to first hand experience through fieldwork both within the locality and further afield. The children are encouraged to make comparisons with other areas in Great Britain, Europe and the world so they can begin to understand their role as global citizens.

## **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

# Music

Children are encouraged to explore and expand their musical ability during their time at Robertswood. The curriculum allows children to explore and reflect on the skills and understanding associated with music. In particular, Early Years to Year 6 have access to a variety of instruments in order to explore and develop their skills. Children very much enjoy the weekly singing assembly. Year 4 attend the Echoes Festival at the Royal Albert Hall. As part of Buckinghamshire Music Services, children can learn recorder, guitar, flute, clarinet, drums and violin at the school. Children learn three musical instruments as they pass through the school

Year 4: african drum,

Year 5: ukulele and

Year 6: glockenspiel.

## **Purpose of study**

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 increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

# Art and Design

At Robertswood School we encourage and develop creativity and imagination in Art through both practical and theoretical lessons. The units studied are based on Drawing, Painting, Printmaking, Collage, Textiles and 3D. Children are given the opportunity to experiment with a range of mediums and are taught to develop their critical observational skills. They form an understanding of composition through the study of the formal elements of Art and through the appraisal of the work of established artists. Children look at a range of artists' work, discuss techniques and respond with their own creative ideas. We celebrate our childrens' work on displays around the school, and on our website.

## **Purpose of study**

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

## **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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

PSHE and Citizenship are central to the development of the pupils in our school. We aim to help them learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In PSHE and Citizenship we aim to provide opportunities for pupils to:

- develop their personal, social and life skills;
- acquire knowledge and understanding of important issues that may affect their lives and the lives of others;
- reflect on their experiences and learn from them;
- develop their own attitudes and values;
- engage in active participation in the school and local community;
- understand basic principles of Citizenship issues;
- develop their skills of enquiry and communication.

### **BRITISH VALUES**

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The school's own values system echoes the five main areas associated with British values and there are many opportunities to cover specific concepts in subjects such as PSHE, Geography, R.E. and P.E.

### **Democracy**

Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. The council members for each year group are voted in by their class.

Children have an annual questionnaire with which they are able to put forward their views about the school.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Trained House captains act as playground leaders and operate on the playground to support children and help them.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

The curriculum is based on this involvement of children in their learning so that they are aware and responsible for improving their knowledge and understanding in specific subjects.

### **Mutual Respect**

Mutual respect is at the heart of our value system at Robertswood. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

An Anti-Bullying week is held annually and various well-being events are held across the year. During these sessions, children are taught to value differences in others and themselves and to respect others

### **Tolerance of those of Different Faiths and Beliefs**

The school follows the Buckinghamshire RE syllabus which ensures that the children learn about all the religions of the world. Representatives from local churches visit the school for community performances and talks to the children in assemblies; these talks coincide with main events occurring in the Christian calendar such as advent. Children visit places of worship that are important to different faiths.

At Robertswood, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

# Physical Education

The purpose of physical education is to enable all pupils to work towards becoming independently active within the school and the community. 'Staying Healthy' is one of the five strands of the Every Child Matters framework and children learn about the importance of physical activity in maintaining long term health and wellbeing.

We have a range of facilities, including a well equipped hall for indoor activities, a smaller hall, and large playground and grass fields for outdoor sports.

Types of sport include: gym, dance, net, court and ball games, invasion games, and swimming lessons once a week throughout Year 4.

'Pure Football Opportunities' football instructors run after-school clubs.

Physical Education is a compulsory subject. When a medical condition exists which would prevent a pupil taking part, whether for a short or long period, a medical certificate should be produced. Pupils who wish to be excused, but who do not have a medical certificate, must bring a note from parents explaining the problem. Headaches, colds, minor aches and pains are not considered reasons for exemptions - exercise may even be beneficial!

## **Purpose of study**

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

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

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