



## **Teaching and Learning Policy 2022**

**The policy was adopted by the governing body of  
Robert Blair School in Jan 2020**

**January 2020**

The policy is reviewed biannually by the SLT and Governors

Review date: Autumn 2023

## Teaching and Learning Policy

The aim of this Teaching and Learning Policy is to make clear the principles and guidelines that underpin teaching and learning at Robert Blair Primary School

### Contents:

- School Mission Statement and Vision
- The Curriculum
- Planning
- Assessment
- Record Keeping and reporting
- Communication
- The Learning Environment
- Learning Outside the Classroom
- Monitoring and Evaluation of the Teaching and Learning Policy

Robert Blair School and Children's Centre

- Expectations are high
- Individuals are nurtured
- Creativity is valued through an inclusive learning community.

At Robert Blair we, promote consistently high standards where there are no limits to children's capabilities. We work hard to remove learning barriers.

## The Curriculum

We use a range of resources to support our curriculum including:

- The National Curriculum
- The Early Years Foundation Stage Framework
- The Islington Agreed Syllabus for Religious Education
- The National Curriculum for Computing supported by J2E.com programs of study

The school follows a cross curricular approach through topic teaching to ensure enriched, engaging and exciting opportunities for the provision of the key skills, knowledge and understanding within the National Curriculum. We use the Prospects Improve Prospectus and the London Curriculum from year 1 to 6 (Appendix 1) to support Learning.

Learning through the arts underpins our curriculum. We believe that the arts are vital to the development of the child as a whole. Application through the arts stimulates creativity and imagination. This enables children to communicate what they see, feel and think through the use of a variety of processes and materials. The arts provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Embedded in all curriculum learning are outcomes in the arts for every unit of work. Pupils are provided with high quality learning experiences that leads to consistently high levels of achievement.

Habits of Mind behaviours frame the base of the attitudes towards learning that we instill in our pupils. Habits of mind are thoughtful behaviours demonstrated through the attitudes and dispositions we bring to learning. They allow us to cope with the complex and rapidly changing world. 'The Habits of Mind' are powerful tools we can use to intelligently navigate the moral, ethical and spiritual challenges we encounter in our increasingly complex world. (Appendix 2) [www.habitsofmind.co.uk](http://www.habitsofmind.co.uk)

**Our whole school approach towards teaching and learning is based on the following aims:**

- Enabling teachers to teach as effectively as possible
- Enabling children to learn as effectively as possible through the teaching of metacognition strategies. Thus, giving children the skills to develop into lifelong learners.
- Providing inclusive education for all children.
- Creating an environment conducive to a collaborative approach to teaching and learning, where outstanding practice is shared.

**At Robert Blair we believe the highly effective and high-quality teaching is defined by the following statements:**

- To set high expectations for all pupils;
- To ensure pupils know the learning objective of all lessons and to know if they have achieved the objective;
- To ensure we have a clear picture of pupils' prior knowledge, skills and their level of understanding;
- To be have secure subject knowledge about what we are teaching;
- To deliver engaging, purposeful and exciting lessons with pace and challenge;
- To use different strategies to meet the needs of all learners;
- To reflect on our practice and challenge our thinking;
- To deliver interesting and, purposeful;

- To ensure there is a cross curricular approach which allows incorporates courageous advocacy and feeds into cultural capital
- To use collaborative learning opportunities
- To use IT to support and develop learning.
- To use formative and summative assessments to formally and informally assess pupils.

We believe high quality learning is achieved when pupils are:

- Engaged attentive, responsive and on task;
- Aware of school and classroom rules and models them;
- Talking confidently and asking appropriate questions;
- Confident in asking for support when they need it;
- Producing work of high quality;
- Independent learners who are knowledgeable about their learning and motivated to stay on task;

## Planning

Effective and robust planning, evaluation and assessment systems coupled with the delivery of a creative, broad, balanced and enriching curriculum ensures the inclusion and achievement of all children in our school.

Planning is drawn together in a topic through the Prospects Prospectus. Our quality provision is based upon 30% planning and 70% implementation.

Planning is structured in 5 phases:

- The Skills and Knowledge continuum outlined in the National Curriculum.
- Long Term Planning
- Medium term planning
- Weekly and daily planning

### Long Term

- Teachers plan the year through topics in line with the Prospects Improve Prospectus and the London Curriculum. Topic plans include a spectrum of expected age aligned skills in each cohort, reflect the pupils' interests and capture rich and meaningful learning opportunities.
- Mathematics follows the 'White Rose documents in addition to regular planned opportunities to apply skills across the curriculum.
- Read Write Inc. Phonics is taught from Nursery to Year 2 through a daily phased programme.

### Medium Term

- The medium-term plans outline the scope and sequence of teaching over each unit of work (*appendix 3*).
- Within their phases and year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes (process and product) in the creative arts (*appendix 4*).
- Links between curricular areas are made explicit. They include experiences and outcomes reflecting the arts, 'Habits of Mind', and 'Healthy Lifestyles'
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom every half term.

- Opportunities are established for display, assessment and the celebration of pupils' work within medium term planning.

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### **Short Term**

- Quality Provision is captured in the weekly plans.
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Weekly planning identifies independent activities and guided sessions.

## **Assessment**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### Assessment for Learning

- Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written, is given to learners during lessons and through the marking of books. This is evidenced in the daily planners.
- Next steps marking along with self and peer assessment is an expectation and is embedded throughout the school.
- A clear assessment cycle is established in the school to support the robust tracking of progress of both individual and groups of children.
- Results of assessment are used to inform planning, set targets and aid early identification of special needs. At the end of Reception all children are assessed against the Early Learning Goals.
- Children are assessed for attainment and progress in November, March and June. Their attainment, together with their individual targets are sent home to parents and carers as a record of Assessment (ROA) in the Autumn and Spring Term and as a School Report at the end of the Summer Term. Teachers meet with parents individually to discuss progress, at the end of the Autumn term, Spring term, and then at the end of each school year, when teachers write detailed reports for each child.

### Targets

- Targets provide clear next steps for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.
- Targets are set against age related expectations (ARE) in line with National Curriculum Statutory Requirements.
- Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and the Deputy Headteacher and the Headteacher.

## Moderation

- A robust moderation and analysis of the attainment and progress of individuals, specific cohorts and significant groups is made in June by Middle and Senior Leaders. These reports inform Pupil Progress Reviews and the School Improvement Plan for the following academic year.

## Record Keeping

Class teachers are responsible for keeping up to date class Folders which include:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, medical and dietary needs
- Attainment data including Targets, Pupil Progress data and reviews, EHCPs and relevant and appropriate inclusion information
- Grouping information
- Policies and Procedures

All adults working with children are responsible for regular Assessment for Learning practices and the marking of books in line with the school's assessment and marking expectations.

## Communication

### Within school

All adults working with children are expected to share information in an appropriate and timely manner

- Teachers are expected to regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils' targets, progress and attainment are monitored and discussed with school leaders.
- All class teachers carry out a 'Transition Meeting' at key transition points to communicate record keeping and planning information with new class teachers, the pastoral team and school leaders.

### With parents and carers

- School Staff are in the playground at the end of the day to encourage informal communications.
- Teachers provide termly letters which outline key topics, learning and information for the term.
- Transitional parent consultations are held in September. Parents and carers are given a transition information booklet to complete with their child. This booklet asks for information about interests outside school, key interests or concerns around school.
- Following assessment weeks in November and March/April, a Record of Assessment (RoA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in English, Mathematics and behaviour as well as attendance, and information relating to Habits of Mind and Healthy Lifestyles.
- Annual reports go home at the end of the academic year. Parents are encouraged to meet with teachers and staff working with their child to discuss the report.
- Fortnightly friends and family meetings provide opportunities to share information and parents about school events

#### With Pupils

- Next steps marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development

### **The Learning Environment**

We believe our school must provide our pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well organised and resourced. Displays are an integral part of the learning environment and are expected to celebrate children's learning, reflect the cultural diversity of the school community and support teaching and learning. (see *the Learning environment and Display statement*)

### **Learning outside the Classroom**

Teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment. The school has sites of local and national importance in its locality which provide opportunities to gain a more thorough understanding of the curriculum through first-hand experience.

This is driven through:

- Making use of the significant cultural, historical and educational resources in the locality, (Appendix 5, local trips boundary).
- The use of the playground and school spaces beyond the classroom as a learning resource
- The use of the local community
- Opportunities to travel on the range of public transport available in and beyond the local community
- Providing opportunities to enrich, extend and apply school work through home learning.

### **Home Learning**

The school provides home learning activities to support and consolidate learning that goes on in school and to improve communication between the school and home. Details of homework expectations are laid out in the Homework Policy.

### **Monitoring and Evaluation of the Policy**

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutiny
- Book Scrutiny

- Pupil progress reviews
- Pupil Interviews /conversations
- Parent surveys and feedback following ROAs, consultations and reports.
- Pupil Outcomes

This policy is to be read in conjunction with the following statement of intents

- English
- Mathematics
- Science
- Computing
- PSHE/Healthy Schools
- Religious Education
- The Arts



## Appendix 1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who <u>helps</u> you? People who help us <b>Fire Station</b>	Once Upon a Time	How does your Garden Grow? <b>The Garden Museum</b>	Minibeasts & Megabeasts <b>Freightliners Farm</b>	Adventures Near & Far <b>Science Museum</b>	A taste of the World (different places, people food and culture)
Year 1	Toys <b>Toy Museum</b>	Poles Apart (Continents & North and South Pole, Equator)	Castles	Oceans & Islands (Oceans of the world & Islands-)	School days (timeline of family & ourselves) <b>Museum of Childhood</b>	Life on the Farm <b>Mudchute Farm</b>
Year 2	Transport (incl flight-Wright Brothers & Amy Johnson) <b>Science Museum</b>	Fire, Gunpowder, Treason & Plot <b>Pudding Lane</b> <b>Tower of London</b>	United Kingdom <b>Museum of London</b>	Wonder Women <b>Victoria and Albert Museum</b>	My World & Me	Explorers & Inventors <b>Science Museum</b>
Year 3	Extreme Survival	Tomb Raider <b>British Museum</b>	World Kitchen	Meet the Flintstones <b>Museum of London</b>	Oceania (Diversity, Pollution & Climate Change) <b>Science Museum</b>	European Country
Year 4	Going Underground <b>London Transport Museum</b>	Roman Rule	London from the Air	Crime & Punishment <b>Victoria and Albert Museum</b>	Journey Through Europe	Time Traveller (chronology)
Year 5	The Nile to The Thames (Rivers)	Invaders (Saxons & Vikings) <b>Museum of London</b>	North America (including central America)	Plague, Pox & Antibiotics	Ancient Greece <b>British Museum</b>	Amazonia (biosphere). <b>Science Museum</b>
Year 6	Extreme Earth (Mountains, Volcanoes & Deserts) <b>Science Museum</b>	The Great War <b>Imperial War Museum</b>	Into the Unknown (Columbus & Armstrong) <b>Royal Observatory</b>	Rule Britannia (The Normans)	Rebuilding & Illuminating London (London Curriculum)	Take One Picture (Art through History) <b>National Gallery</b>



### Appendix 3

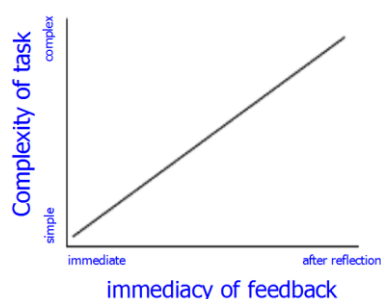
## Marking and Feedback

Our aim is to support all children to want to improve their work and to seek opportunities to improve. As teachers we promote this enthusiasm and provide specific feedback on how pupils' work can be improved. We demonstrate to pupils that the work that they produce in school is valued. This is achieved by marking and feedback. The expected impact is accelerated progress.

#### **Policy Expectations:**

- All pieces of work must be acknowledged.
- Marking is matched to the learning objective but can also address non-negotiables, such as poor spelling or presentation, as long as this is not the focus of the feedback.
- The school uses the "Tickled Pink and Growing Green" system. Highlighters are used to show pupils what pieces of their work have met the learning objective, and which areas need improvement.
- The use of praise must be specific.
- All question prompts from the teacher must have an answer. When feedback is provided, ensure that it is specific. 'Could this sentence be better?' would be better phrased 'Rewrite this sentence so that it includes an adverbial phrase.'
- 'Secretarial' self-correction (e.g. the fixing of spelling and punctuation) is an expected part of the writing process and is not an improvement piece.
- Verbal feedback is a powerful way to give targeted individual or group feedback. Verbal feedback, when given, should be acknowledged with the appropriate symbol in the margin.
- Peer-marking and self-marking can be used, and can be highly effective; however, it is important that pupils are taught how to assess, and what criteria they are assessing against.
- 1:1 feedback meeting – this should see stark improvement in the piece discussed with the pupil and targets given to improve.
- **Simple Tasks** e.g. Reading comprehension, Mathematics calculation, grammar exercises  
All incorrect responses must be self-corrected

**Complex tasks** e.g. Writing (including cross-curricular writing), art, design technology  
Opportunities to improve in at least 50% of pieces




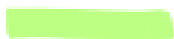
Research shows that with more complex tasks, a period of reflection is better before feedback. For example, writing tasks can be responded to on the next day giving pupils time to reflect. Simpler tasks require immediate feedback; pupils need to know immediately if they are on the right track.

#### **Ways that teachers can encourage pupils to respond:**

- Specific feedback in books
- Verbal feedback/ 1:1 feedback meeting
- Shared class feedback

- Peer feedback
- Feedback by comparing against a model or worked example
- Self-correction against a mark scheme
- Improvement against a target
- Encouraging children to write a commentary on their writing

## MARKING SYMBOLS

✓	acknowledgement
^	missed word
_____	spelling error (the word is underlined)
//	new paragraph
	pink highlighter - 'Tickled Pink'
	green highlighter - 'Growing Green'
/	finger space
VF	use of verbal feedback
I	independent work
WS	with support
○	missing punctuation (circle error)
target	use target

## Appendix 4: Curriculum Statements

### English Statement

#### **Intent:**

At Robert Blair School we recognise that English underpins every aspect of everyday life and want to ensure that all children develop a passion for reading, writing, discussion and performance. We aim to provide children with a literacy rich environment, high quality texts and inspiring learning opportunities such as author visits, World book day, poetry competitions, library sessions, buddy reading, cross curriculum writing and much more.

Our English curriculum aims to help our children learn to:

- Read with fluency and good understanding
- Develop a habit of reading, for both pleasure and information
- Acquire a wide vocabulary
- Appreciate our rich and varied literary heritage
- Appreciate a range of diverse characters in books and understand their importance
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Develop a love for writing and to be able to express their thoughts and ideas clearly through written word
- Clearly explain their ideas and understanding in discussions
- Speak with clarity and listen with respect in discussions

#### **Implementation:**

In EYFS and KS1 our day begins with daily phonics using the Read, Write, Inc phonics scheme. This is a 40-minute session for all students which helps all children to learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Pupils are assessed regularly throughout the year to track phonics progression and ensure all children are being taught the skills for their reading level. In KS2 reading is taught through a whole class reading approach. Lessons focus on teaching and modelling the reading skills to ensure pupils can read and understand new vocabulary, retrieve information, infer characters feelings, summarise what they have read, make meaningful connections and make predictions. Reading at home is strongly encouraged and pupils are given many opportunities to bring high quality texts home through the Islington Reading Road Map and our school library which pupils attend weekly with a librarian from Islington Libraries.

English is taught daily and is aligned with each termly topic. Pupils are given purposeful opportunities to write in a range of genres and for different audiences using high quality and engaging texts and experiences to stimulate ideas and inspire creative writing. Each half term pupils complete an independent piece of writing published to support next steps and to evidence progress. High expectations are set for presentation and handwriting; cursive joint up handwriting is encouraged as early as possible but expected by the end of year 2. All pupils are given opportunities to plan, draft, revise and edit their writing to ensure writing suits the audience and purpose and meets the learning objective. Spelling, handwriting, punctuation and grammar are taught throughout English lessons and seamlessly throughout all areas of the curriculum.

#### **Impact:**

The impact of the English curriculum will be clear through the progress and transferable skills pupils will acquire by the time they reach upper KS2. All children will become more confident and fluent readers; they will find enjoyment and pleasure in reading. By the time our children are in upper Key stage 2, all genres of writing are familiar to them, and teaching can focus on creativity, writer's craft, sustained writing and grammar and punctuation skills. All pupils would have had many opportunities to use their reading and writing skills across all subjects in the curriculum. These skills will enable pupils to show progression and a deeper understanding of information and opportunities to consolidate the skills they have been taught. The impact for teaching Read, write, inc phonics scheme across the whole school will ensure that all children are becoming confident and fluent readers and spellers. We should see our school achieving highly in the phonics screening check at the end of the academic year.

## Mathematics Curriculum Statement

### Intent

Mathematics plays an important role in today's world. It is used in everyday life- for instance, in activities such as purchasing goods and services, keeping time and playing games. At Robert Blair, we offer all our pupils a mathematical programme of high quality. Using a variety of approaches we develop in each pupil an inquiring mind, plus the necessary attitudes, skills and knowledge to participate successfully in everyday life, to develop financial literacy, to gain successful employment in the world, contribute successfully to society, provide a foundation for understanding the world, the ability to reason mathematically, develop an appreciation for the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. All pupils will experience a range of activities that are practical, investigative, enjoyable and challenging. The inclusive nature of our approach ensures that all pupils have equal access to the programme for mathematics.

### Implementation

Mathematics is taught discreetly daily at Robert Blair. However, all opportunities to develop mathematics through the curriculum are seized. The delivery of mathematics at Robert Blair strives to develop in our pupils:

- A positive attitude towards mathematics as an interesting, useful and attractive subject
- Increased mathematics fluency in the fundamentals of mathematics and demonstrate their thinking clearly, logically and creatively.
- An increased awareness and understanding of the usefulness of mathematics in the wider world
- An appreciation of the importance of sharing mathematics by discussing, explaining and reporting (verbal and written)
- A growing awareness and use 'Habits of Mind' such as perseverance, questioning & problem solving and accuracy & precision when reasoning, problem solving & recording.

### Impact

At Robert Blair we recognise that through applications developed in various contexts, mathematics has been one of the decisive factors in shaping the modern world. Thus, the teaching of mathematics at Robert Blair, provides children with the foundations to develop numerical understanding of the world they live in. They further develop necessary skills, attitudes and confidence to work mathematically, use mathematical language and choose appropriate resources and materials, to demonstrate their understanding of mathematical concepts.

## Science Curriculum Statement

### Intent

We understand that children are naturally curious and we encourage this inquisitive nature throughout their time with us and beyond. We aim to foster healthy curiosity in our pupils about themselves, our world and the universe whilst promoting respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. We ensure that 'Working Scientifically' skills are developed and built-on throughout their school life. All our pupils are given the opportunity to choose and use equipment, conduct experiments, build arguments and explain concepts confidently, as well as continue to ask questions and be curious about and explore their environment.

### Implementation

Our whole school approach to the teaching and learning of science involves the following;

- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career. New vocabulary and challenging concepts are introduced through direct teaching and developed throughout the years.
- Teachers demonstrate the skills required for Working Scientifically, how to choose and use appropriate science equipment in order embed scientific understanding. Teachers seize opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts and specialists.

### Impact

The successful approach at Robert Blair results in fun, engaging and high-quality science education, that provides children with the foundations for understanding the world and to make informed decisions in scientific and other contexts. Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. So much of science lends itself to outdoor learning, so we provide children with opportunities to experience this. As a result of our community links and connection with national agencies such as STEM association/Institute of Physics and work with professions from a range of different scientific backgrounds, our children learn the possibilities for careers in science Children at Robert Blair enjoy science and this results in motivated learners.



## Religious Education Curriculum Statement

### Intent

At Robert Blair Primary School, we believe that it is important for all of our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education explores big questions about life; to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

### Implementation

At Robert Blair Primary School, we use the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022).

The syllabus agrees that all children living in the London Borough of Islington should be given an equal opportunity to:

- Learn about beliefs and values of individuals, families and communities who live in Great Britain.
- Learn about Christianity; it has been of central importance to the history of our country and is one of the many stands involved in shaping it's future.
- Learn about other religions as well as non-theistic ethical life stances.
- Explore, develop and share, through the study of the syllabus their own responses to the fundamental questions of life

Religious education in England is multi faith. Children will learn principally about **Christianity** but also about **Judaism, Hinduism, Islam** and they will be given the opportunity to learn about people of all faiths as well as people of no faith.

The syllabus is in three strands: **believing** (looking at beliefs, teachings, sources, and purpose), **expressing** (religious and spiritual forms of



expression, questions about identity and diversity), and **living** (practices and ways of living, questions and values and commitments).

**Children will be taught:**

- **Reception:** Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
- **Key Stage 1:** Christians and Muslims, or Jewish people.
- **Key stage 2:** Christians, Muslims, Hindus and Jewish people.

Children will also learn about additional religions that are represented in the UK, for example Buddhism and Humanism – as well as Atheism.

**Impact**

The children at Robert Blair Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world. Children's voices are regularly gathered and they have shown some creative ideas of ways to move the subject forward further, for example a 'World Religion Day'.

# Computing Statement

## Intent

At Robert Blair, we aim to equip our children to participate in a rapidly changing world, where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to explore, analyse, exchange and present information in a safe way in order to flourish. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community as members of a wider global community and as responsible digital citizens. Computing skills are a major factor in enabling children to be confident, creative and independent learners. It is our intention that children have every opportunity available to allow them to achieve this.

## Implementation

Our whole school approach to the teaching and learning of computing involves the following;

- The inter-related strands - Computer Science, Information Technology and Digital Literacy are taught using a cross-curricular approach linking to half termly topics, ensuring learning is rich and purposeful.
- The computing curriculum is delivered through a yearly mapped out overview, and by accessing the rich resources on offer e.g. LGfL, Barefoot and Google Classroom as key resources.
- In computing lessons children will use a wide variety of digital resources to ensure access to a wide range of applications and programming systems, such as chromebooks, ipads or other technologies such as Visualisers, Green Screens and Bee Bots and Pro-bots, in order to access a range of applications and programming systems.
- We access a range of Local experts to enrich and support our provision through workshops with pupils and there are many educational visits to technology hubs and institutions.

## Impact

The subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, computing at Robert Blair gives children the building blocks which will empower them to pursue a wide range of interests and vocations in the next stage of their lives.

# Arts Statement

## Intent

At Robert Blair we have a commitment to teach the Curriculum 'through the Arts'. We are passionate about using many different aspects of Art to stimulate creativity and enrich learning across different subject areas. On so many levels Art benefits our children, whether it be exploring ideas, nurturing creativity, collaborating with others or developing skills. The Arts provide visual, tactile and sensory experiences, that help our understanding of, and responses to, the world. It is a subject that can be explored and accessed by all children, and enables children to communicate what they see, feel and think through the use of different media. Children become involved in shaping their environment through specific activities. They learn to make informed judgements, as well as aesthetic and practical decisions.

## Implementation

We involve the Arts within everything we do, which means it is used at every opportunity to support the understanding of a concept or idea in a cross-curricular manner. This could involve recording ideas and experiences, developing skills/techniques, analysing creative work, and producing performances. The school aims to offer a wide variety of Artistic disciplines including both the fine arts (painting/drawing/sculpture) as well as performance arts (Drama, Dance, Music). To celebrate the work that is produced, there are regular opportunities over the year to share/perform such as assemblies and whole school shows. To complement the Artistic work developed within the school, there are regular opportunities for the children to visit and see/experience professional work, as well as having performing companies presenting their work at school. To encourage even greater interest in the Arts the school regularly runs Art competitions and challenges, which are linked to other Curriculum areas.

## Impact

As the teaching of Arts is integral to their learning, Robert Blair children are well-used to exploring ideas in an Artistic way, and often have the skills to help realise them. Collaborative projects allow the children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. This helps them to develop a respect for the abilities of other children and encourages them to co-operate across a range of activities and experiences.

## Healthy Schools Statement

Robert Blair Primary School recognises that a healthy school is one that provides opportunity for every child to meet their full potential through a caring and positive environment. We embrace British Values and embed this within our culture through our three school rules Be Safe, Be Ready and Be Mindful. Physical, social and emotional health is highly promoted through accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. Our Healthy Schools London Silver award reflects our commitment and approach to promoting Health and Wellbeing.

### Healthy Lifestyle Health and Wellbeing

A healthy lifestyle and wellbeing is at the heart of everything we do. The school promotes 'Habits of Mind' seamlessly throughout the curriculum to support and enhance mental well-being and to promote self-reflecting and mindful practice in pupils. Physical Education (dance, gymnastics, games and outdoor adventurous activities) is taught by professional coaches as well as the teachers. We promote PE daily through our delivery of The Daily Mile from Nursery to year 6 and our range fitness sessions before and during school. Our children compete in many sports tournaments in and out of the borough. All children in Key Stage 2 receive swimming lessons to provide opportunity for children to swim competently, confidently and proficiently over a distance of at least 25 metres.

The school is committed to ensuring that pupil develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy and safe, and prepare them for life and work in a changing modern Britain. Breakfast and After School club provision continues to promote children making healthy choices by the continued provision of healthy options.

### Enrichment

Our strong belief in curriculum breadth and depth is integral to everything we do. We believe in every child having the best education provision to support their life chances through an enriched curriculum. We provide opportunities for children to explore the city they live in through half-termly educational visits. We are committed to providing our children with eleven (11) culturally enriched experiences by age 11.