

**Subject: KS2**

**Subject lead:**

**Mr N Burton  
Mr D Snowden**

### **Why do we have a primary department?**

The primary philosophy is aimed at inclusion and enjoyment. Most children have had broken attendance patterns in their education and are working well below academic and social expectations. They have very different abilities and experiences of the world. We want all our pupils to be happy to come to school, to develop the skills needed to make friends and understand how to behave to learn and to make a smooth transition to full time secondary school education.

### **What is provided at KS2**

The Primary department currently has 2 classes; Year 6 and year 4-5. The year groups are taught by experienced teachers and additional staffing from experienced teaching assistants. We teach our children through a thematic approach with termly topics, fortnightly units of work and daily lessons that are tailored to catch the interest and imaginations of our children. Lessons are differentiated for whole class teaching and individuals are supported by the Primary TAs and SENDIT department.

### **What are we hoping to achieve?**

Teaching and learning in the Primary department has a strong focus on values, attitudes and skills. Through guided small group interaction, PHSE and regular circle time the values and aims of Cloughwood Academy are reinforced. The essential skills of getting to school on time, sitting at a desk, staying in a classroom with other pupils, managing emotions and behaviour are rewarded and developed. Our children learn to listen and understand how to work and play.

Many of our children have had negative experiences with adults so we ensure the primary department is a secure area and the children feel safe knowing adults will support their learning and development. Ultimately we want our pupils to become independent young adults so they are encouraged to develop an understanding of how to assess risks including safety online and while out of the school.

The Year 6 teacher and the whole department work closely with the KS3 staff to ensure smooth progression into secondary school. However the priority is to ensure the children develop a positive attitude towards school and any major gaps in their learning are addressed.

Many children need extra academic and emotional support. This provided by individual and group interventions from TA, HLTA and ELSA. A variety of interventions can take place depending on the individual needs of the children including, Inference training, Grow at KS2, FFT wave 3 and basic numeracy.

### **What do pupils gain and how do they develop?**

Children are encouraged to develop confidence, honesty, versatility, creativity, positivity and resilience. We have high expectations of behaviour and learning and expect the children to strive for excellence. Being able to work in a team, develop good manners, care for other and show empathy is an essential philosophy of the department.

British and SMSC values are actively promoted, especially diversity and tolerance of differences. We value, teach and model acceptance of different ethnic groups, sexuality and abilities.

## Statutory requirements

### English

The English curriculum has a focus on grammar for writing and reading with inference for accurate comprehension. Literacy lessons are based around high quality texts and a library stocked from the school library service.

Writing is a constructive, creative response to communication. Many of our students have large gaps between personal skill and the expectation of a completed task which can prove an almost impossible barrier.

The teacher acts as a guide and coach to support their steps towards independent writing. This is done through modelling, demonstrating, scribing, shared writing and coaching conversations.

We use guided writing for groups and individuals and Talk for Writing to scaffold and plan a variety of genres, often with links to the class topic. Grammar is taught using the National framework and the grammar for writing supporting materials. Children are given weekly opportunities to develop and practice grammar skills.

Individual spellings are set, taught and tested weekly. Children follow a catch up spelling program to ensure coverage of Phonics and high frequency spellings from year 1 to year 4. Handwriting is taught and practiced every other day. We have high expectations of presentation in all work and children have regular opportunities to edit, revise and rewrite work for display.

Reading takes place daily. All children read with adults at least 2 times weekly. The frequency of reading appropriate levelled texts makes a positive impact on confidence and fluency. The goal of teaching reading is to support the child in developing strategies to gain meaning from texts as independently as possible. This may require instruction in accurate decoding, phonic blending, expression, comprehension and self-monitoring. Adult volunteers listen to the children read weekly to help them develop fluency.

### Maths

Maths lessons follow the proven structure of an oral or mental starter, then whole class teaching, individual or paired working to investigate or practice and a plenary where misconceptions can be addressed, learning developed further or plans made for next lessons.

Good primary maths lessons include games, x tables practice and maths for life; time, timetables, money, and functional skills maths. There is a strong focus on practical, concrete problem solving activities including puzzles, finding rules and multiple answers, logical reasoning and mental calculations.

Maths interventions are provided for children identified by basic number screening. A bespoke programme based on the Wigan LEA is used to set target for interventions.

Maths also takes place across the whole curriculum and within topics; this could include statistics and data in science or measuring while cooking.

### Science

The KS2 Science curriculum is covered in a 2 year rolling programme. Science lessons take place for an afternoon or 2 x 1 hour every week. Science is also one of the cross-curricular themes ensuring increased coverage for a term each year. Practical activities and experiments are a major focus and children are given opportunities to research the key facts of topics for themselves. Children are

taught to question, predict, plan fair tests, make careful observations and draw conclusions.

### **Humanities**

Key elements of the Humanities programmes from the National curriculum are taught over a 2 year rolling programme. Lesson time allocated is between 1 and 2 hours a week with additional time allocated to the cross curricular elements of the topics which include:

A significant turning point in British history, Local history study, The Romans in Chester.

Features of the globe and countries and cities in Europe.

Weather and climate, Local fieldwork, maps, plans and graphs. Rivers, Map reading; Chester and surrounding area. Compass points & grid references, Counties and cities of the United Kingdom, geographical regions & human and physical characteristics.

### **DT & Art**

DT and Art are taught through our themes for 1 hour each week with additional projects provided by specialist teachers from a local teaching college. The children study the work of one artist or a style of art. Mixed materials are used for mark making including charcoal, water colours, acrylic paint and sketching pencils. 3d materials include clay, wire, balsa wood and construction equipment such as Lego and polydron. DT lessons also incorporate regular cooking, health and nutrition lessons. The children also cook a main meal for each other once a term.

### **PHSE**

We deliver a varied PHSE curriculum centred around the SEAL programme and incorporating weekly circle time and termly projects covering SRE, racism, sexism and homophobia.

### **MFL**

Modern Foreign languages are taught in year 6, and this year have focused on Italian and French using the Duolingo app as ICT support. The best way to learn languages is little and often so short periods of time are built into the week with regular review lessons.

### **Music & RE**

Music and R.E. are taught fortnightly with links to themes where appropriate. Musical instruments including cornets and keyboards are available for use during reward times. Individual children can have access to Music therapy. R.E. is supplemented through visits to the local church and visitors from the church coming into school to work with the children.

### **Computing**

We use information communication technology in a constructive way. Throughout a topic we use search technologies effectively, appreciate how results are selected and ranked, and teach children to be discerning in evaluating content. They learn to collect, analyse, evaluate and present data and information, use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Computing is taught in year 6 as a discrete subject once a fortnight. The children learn how to code using a variety of tools including scratch and the internet based 'hour of code' activities.

### **PE**

We believe passionately in the value of outdoor education and health and fitness. Many children lead sedentary lives and others have behaviour disorders that can be helped by lots of exercise interspersed throughout a day's academic lessons. The Primary PE premium enables us to access a broad variety of sports, games and activities that develop teamwork, balance, strength, skill in

exciting ways, including visits to high quality providers such as, Hartford gymnastics club, Sir John Dean's swimming pool, Winsford bike park. We promote physical, mental and social awareness and individual children can be supported in developing healthy lives through a personal health, fitness and diet program.