

THE CURRICULUM (September 2018)

West Hill Primary School provides a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum aims to develop children into independent life-long learners, who are fully in charge of their own learning and who possess many key life skills to assist them throughout their lives.

The school's Curriculum Policies and Schemes of Work outline the manner in which Religious Education and the National Curriculum subjects are taught to all the children according to their age and capabilities. Curriculum Plans in each subject are available for parents to see on the school website.

LEARNING IN THE EARLY YEARS FOUNDATION STAGE

When children start school in Reception Class, they follow the Early Years Foundation Stage Curriculum. There is a strong focus on developing partnerships with parents in the learning process. The school makes on-entry assessments and uses records received from our independent Pre-School and other early years settings to provide important information on each child's stage of development. During each term, the Early Years Foundation Stage Profile is used as an assessment tool to move the children forward in their learning. At the end of the Reception year, the Profile is used as a basis for each child's school report.

At West Hill Primary School, our aim is to provide high quality education in the Early Years Foundation Stage which will make a positive contribution to children's early development and learning and which will help them to become truly independent, life-long learners. We consider that the early years are critical in children's development, and we believe that the foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and co-operate with other children. It is also about developing early communication, literacy and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum.

At the heart of our curriculum, is the development of the eight critical skills of: problem solving, decision making, critical thinking, creative thinking, communication, organization, management and leadership; and the seven fundamental dispositions of: ownership, self-direction, quality, character, collaboration, curiosity and wonder and community.

A key part of the foundation stage curriculum is based around well-planned play, both indoors and outdoors. Play is an important way in which young children learn with enjoyment and challenge. Through play they can, explore, make sense of the world, practise and build up ideas and skills, learn self-control and the need for rules, be alone or with others, take risks and make mistakes, think creatively and imaginatively, communicate, investigate and express their fears or anxieties in a safe environment.

The early years foundation stage curriculum focuses on three prime areas which are most essential for children's healthy development:

- Communication and language
- Physical development; and
- Personal, social and emotional development

As children grow, the prime areas help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world; and
- Expressive arts and design

THE NATIONAL CURRICULUM

Children in Years 1 – 6 follow the National Curriculum. The subjects are:

- English
- Mathematics
- Science
- Computing
- Design Technology
- History
- Geography
- Art
- Music
- PE
- PSHE/Citizenship
- A Modern Foreign Language (Years 3 – 6). At West Hill, this is French.

Teachers use a range of teaching styles, including whole class, group and individual teaching, according to the needs and abilities of the children and the subjects being taught.

1. English

Language is the means by which we think and communicate and is the tool we use in every area of the curriculum. We aim to equip all our children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world. English is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

The National Curriculum consists of four strands: Spoken Language, Reading, Writing and Spelling, Vocabulary, Grammar and Punctuation.

- Listening skills are essential if a child is to make optimum progress in other areas of language: speaking, reading and writing. Children need to be competent in the skills of verbal communication and Speaking and Listening skills are an essential foundation for reading and writing.
- Children begin to read using phonics and a variety of graded books. We endeavour to instil a lifelong love of reading in our children and we encourage them to take books home so that they can share that pleasure with their parents. They are also taught how to use books to research information, and an acquisition of study skills is an essential element in the projects we teach.
- Pupils learn how to write with confidence, fluency, imagination and accuracy by orchestrating their knowledge of context and composition, grammatical knowledge and knowledge of phonics, word recognition and spelling strategies. We believe that writing should be purposeful, rich and enjoyable for all.

2. Mathematics

Great emphasis is placed upon the need for children to understand the basic processes of mathematics.

Mathematics in the National Curriculum consists of three strands at Key Stage 1: Number, Measurement and Geometry, with the addition of Statistics at Key Stage 2.

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematical skills are further developed through the use of computing, investigative work and problem solving. Mathematical investigations form an important part of teaching across the school, but particularly at upper Key Stage 2. 'Setting' takes place in Mathematics at Key Stage 2, within Years 5 and 6. This has proved to be very effective in giving confidence and additional support to those who find the subject difficult, whilst stretching and challenging the more able.

3. Science

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

The aims are to develop scientific knowledge and conceptual understanding; develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them; to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At West Hill Primary School, we believe that the process of acquiring knowledge through scientific enquiry provides an important way for children to develop their independent learning skills and the use of other skills that can be transferred across the school curriculum. For example, it provides a platform for the development of investigative, interpretive and evaluative skills, as well as critical thinking skills. Great emphasis is, therefore, placed on scientific enquiry.

4. Design and Technology

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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. 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.

The aims are to 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.

Through designing and making, children tackle a wide range of issues, drawing up a broad base of knowledge, skills and values. Design and Technology recognises the importance of 'knowing how' as well as 'knowing that'.

5. Computing

The emphasis is now on changing children from being 'users' of technology to 'creators' of technology. Through the teaching of the computing curriculum we endeavour to develop the skills and capabilities of

the next generation of computing creators, innovators and programmers - something that industry professionals have been requesting for years.

The computing curriculum is divided into three areas: computer science (CS), information technology (IT) and digital literacy (DL). We offer a broad and balanced curriculum that covers all three. Some areas are taught discreetly whilst the information technology area is often embedded in other lessons to give a cross-curricular approach and to set a context for the activities.

Online safety is taught across all units, but is also reinforced during the week of Safer Internet Day each February.

The school has a computer network system, operated by a central file server. The network system is available all the time for the children to follow the Computing Programme of Study and to enrich and develop other curriculum areas. All the computers are networked and children have their own password protected log-on and file space. Once logged on, they have access to shared files and the Internet and the latter is protected via the South West Grid for Learning filtering system. The school has a robust and frequently re-visited policy and Code of Conduct for use of the school system and the Internet. It is understood by all the children and is very visible throughout the school.

Children also have passwords to use Purple Mash and Espresso. These are extensive areas for learning which the children can also log into at home, therefore they can show their families their work and can continue projects if they wish to.

The school has its own website, which is regularly updated and includes samples of work undertaken by the children. Each classroom is fitted with an interactive whiteboard and projector; this means that computing is fully embedded into the whole curriculum, which impacts positively on teaching methods and caters for a wider range of learning styles.

6. History

The National Curriculum aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative;
- Know and understand significant aspects of the history of the wider world;
- Gain a historical understanding of abstract terms including 'empire', 'civilisation', 'parliament' and 'peasantry';
- Understand historical concepts such as continuity and change, cause and consequence;
- To understand the methods of historical enquiry including how evidence is used to make historical claims.

We teach these aims through the following areas of study:

For Key Stage 1:

- 1) Changes Within Living Memory
- 2) Events beyond living memory that are significant nationally or globally
- 3) The lives of significant individuals in the past who have contributed to national and international achievements
- 4) Significant historical events, people and places in their own locality.

For Key Stage 2:

- 1) Changes in Britain from the Stone Age to the Iron Age

- 2) The Roman Empire and its impact on Britain
- 3) Britain's settlement by Anglo Saxons and Scots
- 4) Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- 5) A local history study
- 6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 7) The achievements of the earliest civilisations
- 8) Ancient Greece
- 9) A non-European study that provides contrast with British history.

We use a wide variety of resources to enhance children's learning, including artefacts and the Internet. Wherever practical, school trips to museums or local interest sites are arranged, and children are encouraged to bring in artefacts and books from home to show their peers.

7. Geography

The National Curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places
- Understand the process that gives rise to key physical and human geographical features of the world
- Are competent in the geographical skills of collecting, analysing and interpreting a range of data, interpreting a range of sources of geographical information, and communicating a range of geographical information in a variety of ways.

The National Curriculum requires that geographical skills are taught through studies of: Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork.

We teach these through the following areas of study:

For Foundation Stage and Key Stage 1: The School Environment, Routes and Journeys, Seasons and Weather, India, The United Kingdom and its Countries, An Island Home.

For Key Stage 2: Where in the World am I?, Settlements, The River Nile, Mexico, Greece, Coasts, Rivers and the Water Cycle, Mountains, Volcanoes & Earthquakes.

We use a wide variety of resources to enhance children's learning, including books, photographs, atlases, maps and globes, artefacts, the Internet. Class teachers often arrange visitors to talk about different countries. Fieldwork takes place as much as possible, both in the school grounds and the local area.

8. Art and Design

The National Curriculum in Art and Design has four aims for both Key Stages:

- 1) To produce creative work, exploring children's ideas and recording their experiences;
- 2) To become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- 3) To evaluate and analyse creative works using the language of art, craft and design;
- 4) To know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programmes of study. As a school this is achieved by having schemes of work for each year group that engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create works of art, craft and design that both include the art programmes of study as well as cross curricular links with subjects such as History, Geography, Science and Literacy.

Our 3 Arts Mark Gold awards (2007, 2010 & 2013) recognise the school's promotion of Art and Design through its involvement with DAISI, visiting artists, theatre groups and school clubs, as well as involving the children in community art projects, school productions and the celebrating of all forms of children's art around our school and grounds.

9. Music

The National Curriculum in Music has three aims for both Key stages:

- 1) To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions;
- 2) To learn to sing and 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;
- 3) To understand and explore how music is created, produced and communicated.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programmes of study. As a school this is achieved through the use of a music scheme that engages, inspires the children to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement.

The school promotes visiting teachers for extra-curricular tuition in stringed, brass and woodwind instruments. In addition to the optional peripatetic instrumental lessons, all children have the opportunity to learn to play an instrument through whole class teaching of percussion, recorders, ocarinas, xylophones and toots.

The school has a very successful after-school orchestra and children can also attend the Devon Youth Orchestras when they achieve a certain standard. There is a school choir and Key Stage 2 children are members of the Teachers Rock Youth Choir. Concerts involving Music, Dance and Drama take place at Christmas and in the summer Term.

Music forms part of school and class assemblies, our Christingle and Easter Service. We make the most of Wider Opportunities funding within our Learning Community of schools to provide additional instrumental and vocal learning for the children in Key Stage 2.

10. Physical Education

Every class is taught PE twice a week and lessons cover a range of skills and games. All children are taught gymnastics, dance and a wide range of games which include net and wall games, invasion games, and striking and fielding games.

During the summer term more emphasis is placed upon athletic development. Children in Year 3 also take part in weekly swimming lessons during the Autumn term. In the Summer term we hold a fantastic sports event with all children taking part. We work closely with the Ottery St. Mary Schools Sports Partnership and this allows the children to have access to competitive games against other schools as well as developing team skills including fair play. There is a wide range of after-school clubs in which children are

able to participate either through the partnership or run by staff, parents and/or outside agencies at school.

Outdoor Education

Each year, pupils in Y6 are taken to stay at one of the Devon Residential Centres for a week. This experience is of great value to the children on a personal and social level, and is the source of useful learning in outdoor and adventurous pursuits and other aspects of education such as team building. Children learn the skills for participating in such activities as abseiling, climbing and archery, and they set their own personal goals and challenges. They encourage each other brilliantly and a terrific team spirit prevails. The teachers, governors and parents who accompany them thoroughly enjoy their week as well! The children in Year 5 take part in an alternative adventure week in which they go on day trips to a variety of venues such as Haven Banks and @Bristol.

11. Religious Education

A daily act of worship takes place and children receive religious education unless their parents request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made to the Headteacher. The school uses the Devon Agreed Syllabus in the teaching of RE.

12. Collective Worship

At West Hill Primary School the principles of all assemblies/collective worship are that they should be inclusive, educational and spiritual and contribute to the moral, social and cultural development of children. They include worship and Christian worship and are seen as special times when children can feel secure, relaxed and part of a school family and community. Assemblies/collective worship are pupil-centred, related to pupils' own experience and concerns. They acknowledge diversity, and encourage participation. Pupils are expected to listen carefully and respond when asked, in interactive discussion. They may read prayers or scripture or stories and poems related to a particular theme. They may take part in simple role play or activities involving artefacts brought in by the Headteacher or other teachers. Visitors are sometimes invited to lead assembly, such as Mac, our local Vicar, with whom we have excellent links.

Assemblies have a purpose and relate to our values. They are consistent with the aims of West Hill Primary School and advance pupils' learning. Parents are invited to attend class 'Sharing Assemblies' on Friday mornings. It is stressed that these are not performances but provide an opportunity for the children to celebrate some of their work and achievements in front of the school and their parents, whilst carrying out their daily collective act of worship.

There is a Reception Class, Year 1 & 2 Nativity play held at Christmas. A Christingle Service takes place in the local Church each year for Years 3 and 4.

13. Health Education, Personal, Social and Citizenship

The school keeps the five outcomes of the Government document 'Every Child Matters' together with its 'Healthy school', 'Artsmark Gold' and 'Forest School' ethos and its own Vision and Values, at the heart of all teaching and learning.

The children are taught about healthy lifestyles, including the need for regular exercise and healthy eating. Our healthy school ethos promotes the benefits of healthy living. Children feel safe and secure to approach teachers or other adults in school if they are unhappy or have a problem, and child protection and safeguarding procedures within school are rigorous. The curriculum is rich and varied for enjoyment, and all achievement is celebrated. All the children's contributions to school life are highly valued and 'doing our best' is encouraged at all times, for now and for future economic well-being. The children are helped to

have an understanding of basic economic ideas and an awareness of economic aspects of everyday life today and in the past, through different curriculum areas.

Adults lead by example, treat each other with respect and teach the children to do the same. Good manners, courtesy, a cheerful smile and consideration for others are encouraged at all times. Lessons are given and activities such as 'Circle Time', Social Skills groups and Pupil Conferencing are used to develop the whole child. Included in the teaching of self-awareness are ways of understanding and coping with emotions. Areas of study and work in Religious Education, drama and literature provide useful insight in this work.

During the primary school years children move from dependence on others towards independence, and the school helps pupils to begin to acquire and understand principles of democracy and duties of citizenship, providing them with opportunities and incentives to participate in all aspects of school life. The school has a very strong moral code and children learn about what is right and what is wrong. They are taught about rights and responsibilities and are encouraged to develop and express opinions on important moral and social issues. They are taught how to become good citizens in today's ever-changing world.

Sex Education

Sex and relationship education is an integral part of our Personal Social and Health Education programme, an area which is considered important and valuable throughout the school. Sex and relationships education takes place in each class throughout the school through 'Growing Up With Yasmin and Tom' (a resource created by the Family Planning Association.) We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort is made to inform and involve parents and to provide advice where appropriate. Parents are given the opportunity to see the teaching materials that are used in the classroom, if they wish.

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. The school's programme, embedded within the Personal Social and Health Education curriculum, helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children, and is delivered by the school staff.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under National Curriculum Science. However, any parent wishing to withdraw their child should have the overall importance and relevance of such a programme emphasised to them. The school's policy document on 'Sex and Relationship' Education is available from the Headteacher.

Race Relations and Equal Opportunities

Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum. We aim to create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated, to prepare pupils for life in a multicultural and pluralistic society and to develop a positive and caring attitude towards people of all communities, races and religions. A whole-school approach is used to promote racial equality and eliminate racial discrimination.

West Hill Primary School publicly supports ethnic, cultural, religious, linguistic and social diversity and actively fosters good personal, community and race relations. Diversity is recognised as having a positive

role to play within the school and the school recognises the importance of language to a person's sense of identity and belonging. Racial discrimination is not tolerated in West Hill Primary School.

Children are taught that, nowadays, people in Britain come from a variety of cultural backgrounds and ethnic origins and, as such, might have their own distinct language, religion, and culture – including such aspects as dress, food, music, literature and customs. We aim to help children to develop the necessary knowledge, understanding, skills, attitudes and tolerance with which to play a full and active part in our multicultural society.

British Values

At West Hill Primary we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life. We aim to build a community that is cohesive and that challenges any ideology that seeks to undermine that cohesion. Underpinning this are the values and understanding of democracy, law, individual liberty, respect, tolerance, tradition and heritage. The 'Equality Act 2010' protects all individuals from discrimination and it is the schools duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.

Community Cohesion

At West Hill Primary School, we consider that this is a fundamental part of our role and that we work continuously to promote community cohesion, and continue to build on our existing good practice in the light of this duty. Community cohesion means nurturing links between different ethnic or religious groups and tackling various forms of discrimination. The DfE guidance states, 'The main focus of the duty is cohesion across different cultures, religious or non-religious, ethnic and socio-economic groups.'

At West Hill Primary School, we work to ensure that our children are educated about the diverse make-up of British Society. We do this through our stated ethos, Mission and Aims and through the curriculum and extended services we provide. We are working to build further links with other schools and communities in order to promote a common sense of identity and to show children how different communities can be united by shared values and common experiences. For example: we have a partner school in the Solomon Islands, Melanesia, which we support in a number of ways as well. Our Eco Action Team works with the local community on road safety and other local initiatives.

Drugs Education

West Hill Primary School values Drugs Education as part of our holistic view towards Health Education and it is therefore a vital part of our approach and commitment to being a healthy school. We provide a planned Drug Education Programme as part of our Science, PSHE and Citizenship curriculum to inform and educate pupils about the consequences of drug use and misuse, including the use and misuse of alcohol. Unauthorised drugs are not acceptable in West Hill Primary School and our first concern in managing drugs is to safeguard health.

14. Environmental Awareness, Eco-Schools and Forest School

The children are helped to understand the natural systems of the Earth, to develop positive and responsible attitudes towards those systems, and to consider the consequences upon the environment of their own and others' actions and decisions. Paper is saved for recycling and we have a compost bin for

raw organic materials. The school has attained 'Eco-School Green Flag Status' four times and gained its award as a 'Healthy School'.

The school works with the RSPB, local businesses and garden centres, and has developed a woodland trail and heathland area as well as other environmental areas, in the grounds. Our School Travel Plan encourages walking to school, for environmental health as well as exercise.

Forest School

Reception Class and Year 1 participate in weekly activities under the direction of their class teachers and Mrs Broad, who is a qualified Forest Schools practitioner. Activities take place on site in our outdoor classroom and in the Woodland Walk and include making environmental works of art, identifying and naming leaves and plants and building shelters for mini-beasts. The philosophy of Forest Schools is to encourage and inspire through positive outdoor experiences. Children have the opportunity to learn about the natural environment, how to manage risks safely, and to use their own initiative to solve problems and co-operate with others. Children use full sized tools under very close supervision, play, learn boundaries of behaviour, both physical and social, establish and grow in confidence and self-esteem. We are working to extend our Forest School learning to other classes across the school.

15. Modern Foreign Languages

Our school has a strong commitment to the teaching of primary languages. Formal French teaching takes places at Key Stage 2. French is taught by a designated language teacher in Years 4, 5 and 6, who has created a scheme of work based on the Framework for Languages and new KS2 curriculum Programme of Study objectives.

Children's work is displayed throughout the school and we have a designated display for correspondence with our French partner school in Pont L'Eveque. European Languages Day is celebrated in September, with a special assembly and activities throughout the day to raise awareness of our world's rich and diverse culture. The school works with the other five schools in the Ottery St. Mary Learning Community on joint languages programmes of learning, transition and assessment. Lunchtime KS1 French Clubs also take place throughout the year.

Children who are gifted and talented

The school has a detailed policy for the provision of Gifted and Talented Pupils and different resources are kept centrally by the Headteacher or by the appropriate class teachers. Teachers employ a variety of differentiation strategies to cater for a range of abilities within each class, and all children are challenged appropriately, according to their ability.

Children with special educational needs and disabilities

West Hill Primary School is an inclusive school. We aim to provide the very best education for all our pupils within all our available resources. We are committed to offering an inclusive curriculum to ensure the best possible attainment and progress for all of our pupils whatever their needs or abilities. We want all pupils to have full access not only to the taught curriculum, but also to our out of school enrichment activities and all pupils are encouraged to participate in the range of clubs and sports we provide. Furthermore, all pupils are involved in reviewing their learning experiences, evaluating their progress and actively planning their learning.

We do not discriminate in any way against any pupil seeking admission and are committed to making reasonable adjustments which are in the best interests of the child and our school community in order to

meet the needs of all our pupils. Once pupils are at the school, our aim is to provide the best possible learning experiences for all; this includes giving additional support to individuals or groups of pupils who require something extra to meet their needs. This may range from in-house intervention support for reading, spelling or maths, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Communication and Interaction Team, Social Care and a variety of other local support services. We have an excellent relationship with all local services with whom we work closely and we also work closely with other schools within our Local Learning Community network to enable us to share good practice and expertise.

Children's different needs will be met through flexible and varied provision. Such provision will enable children with Special Educational Needs or Disabilities (SEND) or medical conditions, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, as well as access to the same facilities and activities as those children without Special Educational Needs, Disabilities (SEND) or medical conditions.

The person responsible for managing West Hill Primary School's provision for children with Special Educational Needs and Disabilities is our Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs. Bennett.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but our policies cover all of these pupils. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

We aim to involve all members of the school community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end and we value very highly the expertise of our parents and carers in the education process.

The specific objectives of our SEND and Inclusion policies are as follows:

- to ensure that all learners make the best possible progress, achieve their potential and are enabled to do their best in all areas of their learning
- to provide a broad and rich curriculum to meet the needs and abilities of all our pupils
- to identify pupils with SEND and ensure that their needs are met
- to ensure that children with SEND join in with all the activities of the school, as appropriate to their needs
- to ensure parents/carers are informed of their child's special needs and provision and that there is effective communication between parents/carers and school
- to ensure that learners express their views and are fully involved in decisions which affect their education and learning
- to promote effective partnership and involve outside agencies when appropriate.

Further information and support services parents/carers can access in Devon:

THE LOCAL OFFER

In order to ensure that our parents and carers are fully informed about what is available for children with SEND, we have provided links to some websites, including the **DEVON LOCAL OFFER** website which we strongly recommend that you access and which we hope you will find helpful:

Devon Local Offer Website: <https://new.devon.gov.uk/send>

Devon Parent Partnership website: www.devonias.org.uk

The disability discrimination duties:

There are two key duties involved in ensuring that schools do not discriminate against disabled pupils.

These are:

- Not to treat disabled pupils less favourably, without justification, for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (reasonable adjustments duty).

Planning duties

Schools are required to draw up accessibility plans that address three distinct elements of planned improvements in access for disabled pupils:

- improvements in access to the curriculum;
- physical improvements to increase access to education and associated services;
- improvements to the provision of information in a range of formats for disabled pupils.

West Hill Primary School has a detailed accessibility plan, linked to its Disability Equality Scheme.

Many children experience some difficulties at some stage in their learning or behavioural development, but when these difficulties are sustained there follows a course of action which is outlined in the School Policy for Children with Special Educational Needs and Disabilities which is available on the school website or upon request at the school.

Assessment

Continuous assessment of children's work is undertaken, and individual records kept. A variety of tracking data is used to move children forward in their learning and to provide information on their progress.

There are formal Standard Assessment Tests and Tasks at the end of Years 2 and 6 (at the ages of 7 and 11), and tests in English and Mathematics at the end of Years 1, 3, 4 and 5. Ongoing assessment is used in the Early Years Foundation Stage using the Early Years Foundation Stage Profiles, and in Year 1, children's phonic ability is tested through the statutory Year 1 Phonics Screening Check. SAT results are analysed in depth, forming a basis for future learning and target setting. In-house assessments in Science, Computing and some of the foundation subjects are used to assess progress at the end of Units of work. The school uses a method of assessment called School Pupil Online Tracker.

HOMEWORK

We believe that children come to school to learn and it is expected that they should work hard during their time in the classroom. We also believe that homework reinforces the children's learning as well as developing their independent learning skills which are so important in our ever-changing world. Therefore, children are asked to complete specific homework tasks which will be based on their classroom learning. This may include an English or maths task, or a piece of research work related to one of their projects. A detailed chart of the expectations in terms of task and time allocations for each Year Group is obtainable on our school website, and is sent out with the weekly newsletter at the beginning of each year. It is also available on our school website. Our 'Home and School Books' are used to keep a record of each homework task and may be used to record any relevant comments such as praise for excellent work or a note of difficulties encountered, to enable parents and teachers to work together.

Children will also be expected to learn addition, subtraction and multiplication facts and will at the appropriate stage be given spellings to learn each week.

At West Hill, we pride ourselves on the high standards of reading achieved by our children, and on the children's genuine love of reading which we would wish to encourage at all times. We greatly value the time spent on developing their reading at home. Therefore, children are encouraged to take home books to read, as outlined in the section on English above, and in this way parents can help to develop their children's reading. We emphasise that parents should both read to and with their children. Learning to read is not something to be rushed and should not become a race through our reading schemes. Reading for meaning is an essential skill for lifelong learning: the journey through books should be savoured, not hurried. Discussion of pictures, predicting what might happen next and encouraging children to read for meaning are as important as decoding the words.

This Curriculum Statement should be read in conjunction with West Hill Primary School's Policy for:

- Safeguarding Children and Child Protection