

Pownall Green Primary School

Love learning, love life!

ONLINE SUBJECT LEADERSHIP TEAM 2017-18

2017-18



Humanities and languages team 2017-18

Over the 2017-18 academic year, our Humanities team have been 'on-line'. They have taken part in a CPD programme to develop their subject leadership skills as well as leading a school improvement project in their subject areas.

Our Humanities team is made up of the subject leaders from: History, Geography, RE, Citizenship, French, Library, EYFS.

History

Actions in 2017-18:

- Worked with a History consultant to review scheme of work
- Scheme of work was revised so that history topics were taught in chronological order
- Supported staff to plan and resource new topics.
- Created a whole school timeline display to familiarise children with chronology

Future steps:

- Embed changes to planning and respond to suggestions from History consultant's visit in September 2018
- Work with History consultant in September 2019 to evaluate learning outcomes

Impact

- History now taught in chronological order in KS2
- Coverage of all National Curriculum is now deeper with a greater focus on the impact and legacy of periods studied on modern day life.

Key learning points

- Teaching the history in chronological order supports pupils understanding of chronology.



Geography

Actions in 2017-18:

- Raised profile of Geography through theme week - Each year group has added to the Geography display (display outside Year3)
- Staff training through VL - helped to boost staff confidence when teaching geography. Given teachers ideas to help meet objectives-Implemented new scheme of work - new objectives given to different year groups. We bought into Hamilton to help reduce teacher workload
- 1-1 meetings with Chris Trevor to discuss new planning/ideas
- Book look to check coverage - more History being taught over Geography at the beginning at the year, much more of a balance now being seen towards the end of the year
- Altered how we teach Geography - can be discrete, quality geography rather than forcing a cross-curricular link



Future steps

- Staff audit
- Pupil voice
- Meet with teachers and Chris Trevor in September
- Ensure fieldwork is happening **every term**
- **For more** Greater Depth opportunities to be seen in learning journeys

Impact

- Detailed scheme of work implemented, alongside history
- Update of school resources
- Increase of staff confidence (more quality fieldwork is happening)
- Planning revised to ensure all year groups are following NC objectives (recent book look shows detailed coverage)

Key learning points

- There is a place for cross-curricular links in Geography, but they need to be meaningful
- Fieldwork needs to be happening regularly so that children can experience real life Geography
- Children's understanding of Geography is of equal importance to History. Geographical skills and understanding will help children to navigate the outside world

Religious Education

Actions in 2017-18:

- Introduced the Stockport Agreed Syllabus to staff through a training day
- Syllabus is now being taught from Y1-Y6
- Organised assemblies with the Stockport Ethnic Diversity team to teach KS1 and KS2 about major religious festivals
- Raised the profile of RE across the school through the Theme Week based on British Values
- Organised a 'Multi Cultural Market' experience for the whole school where the children participated in 4 activities from a range of religions and cultures
- Year group surgeries with staff to discuss successes of the scheme so far and offer support to improve teaching and learning next year
- Gathered evidence to explore how people are recording work in RE
- RE displays can be seen in Year 4 classrooms

Future steps

- Conduct pupil voice to find out their opinions on RE at school
- Continue to look for events and speakers to promote RE in school.
- Repeat year group surgeries
- Create an RE display in a communal area



Impact

- All year groups are now teaching from the new scheme and staff have said they find the planning easy and helpful to use.
- Increased staff confidence in the teaching of RE
- Greater parental and children involvement in RE- teachers have used the children or parents from that year group who have experience of a certain religion to enhance the learning experience
- Year groups have trialled trips to places of worship other than local churches.

Key learning points

- Staff are confident teaching RE with the use of a comprehensive scheme with ideas for activities and resources to support them.
- Children have enjoyed learning about RE and staff report that mature and challenging discussions have been one result of their teaching.
- Outside agencies, visitors and trips greatly enhance the teaching of RE by presenting a wider range of cultures and religions than we have in our school.

Citizenship

Actions in 2017-18:

- At the beginning of the year we decided to have just one school council for pupil voice and so we raised the profile of this.
- The school council entered the Stockport Young Entrepreneurs competition 2018. This helped with making councillors more prominent in each class.
- The Young Entrepreneurs used their Playground Bag idea to help support the development of the playground.
- The school council gathered pupil voice and helped support elements of the school playground development that is taking place. The council met with designers who have worked on this.
- Theme week helped to promote citizenship within our school and had a focus on British Values.

Future steps

- To develop links with other school councils within our cluster.
- To develop further links for school within the local community.

Impact

- The whole school community has a greater awareness of British Values and what they mean.
- The school council are a valued member of our school and known by their peers.
- Pupil voice has impacted on the development of the playground.

Key learning points

- The school council are able to have a positive impact on our school community.
- That the British Values have an important place within our school community.



French

Actions in 2017-18:

- Raised profile of the subject with the theme week and particularly 'Language Day' in June
- Implemented a new scheme of work – Language Angels
- Dedicated member of staff deliver French lessons across the year groups
- Language display situated near Year 4 classrooms, currently linked to the World Cup but hope to highlight a 'focus language' each half term
- Staff meeting to highlight the statutory requirements of language teaching in KS2, suggested time of 45 mins per week, therefore need to ensure adequate timetable coverage
- New MFL section now in Library
- Attended MFL subject leaders course

Future steps:

- Ensure coverage and progression in Key Stage 1
- Continue to monitor delivery of french across KS2
- 1:1 meetings with staff responsible for delivering French lessons
- Opportunity to combine language learning with Active Learning – Active 5
- Potentially re-start 'language of the month' club, linked to Language Angels

Impact

- French teaching is delivered across all year groups
- Staff have effective resources and are more confident to deliver language lessons
- Teachers clear on National curriculum requirements for each KS2 year group – details in Assessment booklet

Key learning points

- The 'Language Angels' Scheme of Work provides a clear programme, with a vast range of resources and assessment tools in order for staff to deliver French effectively



Library

Actions in 2017-18:

- A good team of year 6 librarians set up at the beginning of the year.
- Adult helpers in the library to supervise KS2 in the library for part of the year.
- Adult support set up for supervision of librarians fulfilling their designated roles.
- Year 2 trip to Simply Books to choose more stock for the library.
- PTA continued to offer regular financial support to replenish new stock by every year group in the school.(2018-2019 year 4)

Future steps

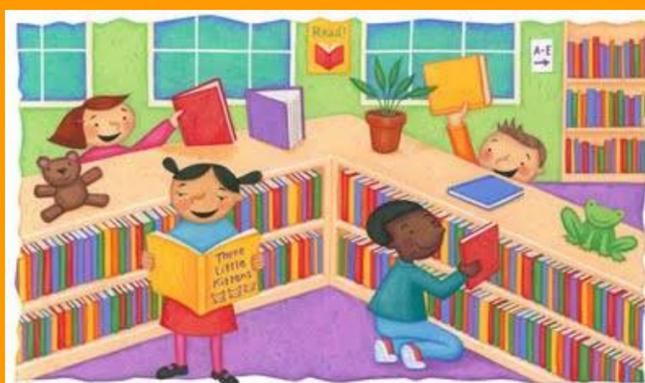
- More KS 1 non-fiction books chosen by the children.
- Consistency in recording borrowing of books by classes.
- Continue to encourage funding via Book Spine donations.
- To encourage upper KS 2 to use the library more regularly.

Impact

- The library continues to be used regularly by KS1 and lower KS2.
- The children love going to the library.
- The books in the library are what the children have chosen.

Key learning points

- It enhances learning in all areas of the curriculum.
- It nurtures a love of books and reading.
- It has links between home and school.
- It is inclusive.



EYFS

Actions in 2017-18:

- Focused on the Prime Areas of Learning in Autumn Term (Communication and Language, Physical Development, Personal, Social and Emotional Development) in response to concerns about children's readiness for learning at school in the modern world.
- Focused on the Prime Areas, Reading and phonics in our Autumn Term meeting with parents.
- Adapted our planning to incorporate more activities which promote talk, children interacting with each other and opportunities to build relationships.
- Adapted our timetable to meet the particular needs of individual or groups of children.
- Involved our new TA's in the planning and provision of the EYFS Curriculum.
- Made links with our pre-school colleagues to discuss how to support children so they are ready for school.

Future steps

- Continue to focus on the Prime Areas of learning including Physical Development and opportunities for appropriate language and talk, including outdoor learning.
- Develop the outdoor area further as a learning environment (purchase shed where resources can be easily accessed).
- Utilise the strengths of each TA across the whole cohort so all the children benefit. For example, Mr. Clarke to work with all Reception children using his forest school and outdoor learning expertise.
- Adjust timetable to allow for changes.
- Further raise the profile of reading (also in every year group).
- Consider how to involve the parents more with reading: workshops, stay and read, story bags, use of home/school books.
- Continue making links with pre-school providers.



Impact

- EYFS provision targeted to meet the needs of the children (individuals or groups).
- Opportunities to support children develop in the prime areas of learning impacting positively on their learning across the curriculum.
- Timetable more flexible and easily adapted to the needs of the children.
- Stronger links with local nurseries and pre-schools.

Key learning points

- Children need support in the Prime Areas of Learning before coming to school and in Reception.
- Need to focus more on Physical Development, Speaking and Managing Feelings and Behaviour.