

# Pownall Green Primary School

*Love learning, love life!*

## ONLINE SUBJECT LEADERSHIP TEAM 2021-22



### Arts and Healthy Living team 2021-22

Over the 2021-22 academic year, our Arts and Healthy Living 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 Arts and Healthy Living team is made up of the subject leaders from: PSHE, PE, Music, Art, English and Outdoor Learning.

# Art



*Actions in 2021-22*

## **Continuing Professional Development**

- Supported class teachers in implementing the new scheme of work
- Staff meetings on developing :
  - technical skills in drawing and sketchbook work
  - Key principles of art: colour, line, form, shape, texture, pattern, space
  - Colour mixing
  - Using oil pastels and chalk pastels

## **Progression in art**

- Created a whole school display to show the progression of drawing
- Showcased the progression in art and extra curricular learning in art through a 'Pop-up Gallery' for parents and children.

## **Real- life experiences**

- KS2 children worked with a visiting sculptor to create willow sculpture

## **Monitoring**

- Feedback from art deep dive with LA school improvement partner: The scheme is extremely detailed. Recently subject lead has updated the scheme to include the key principles of art. Teaching is good and the work in sketch books is sequenced. Pupils' knowledge of the work of artist is good and can talk about the skills they are developing to be an artist. Spending more time teaching children about the principles of being an artist will help children's knowledge and confidence in this area of the subject.

## **Scheme of work**

- Updated scheme of work to include:
  - greater diversity
  - key principles of art

## **Future steps**

- Continue to develop the use of sketchbooks to record the learning journey.
- Plan educational visits into the scheme linked to art.

## Impact

- Staff understand how the scheme of work develops key principles of art: colour, line, form, shape, texture, pattern, space
- The sketchbooks are a now a record of each child's developing journey as an artist and showcase the design and experimentation process.
- Children study a diverse range of art forms and improve across a range of skills, which link appropriately to cross curricular study.

## Key learning points

- The key principles of art: colour, line, form, shape, texture, pattern, space are developed throughout the scheme of work.
- Teachers need to make explicit connections with the key principles of art in each project.
- Children need opportunities to make connections been projects and articulate how they and other artists have used the key principles of art.

# Music

## Actions in 2021-22

### CPD

- Supported class teachers in developing their practise and use of Charanga scheme.
- Staff meeting on use of Charanga website, the inter-related dimensions of music and timetabling of music.
- Conducted pupil voice to find out opinions and learning retained in music- pupils showed great enthusiasm for music lessons and music provision at school. Inter-related dimensions were more embedded in KS2.
- Attended Music subject leader days.
- Deep dive with LA school improvement partner resulting in Vicky Sunderland, LA Specialist Music teacher doing model lessons and Q&A session with staff.

### Progression in music

- Through staff meeting outlined to teachers the spiral progression of music through the scheme of work.
- Showcased the progression in music through the soiree performances.

### Real- life experiences

- KS2 children took part in the school 'Soiree' evening.
- KS1 children had a 'Rocksteady' workshop and optional music lessons.
- Extra curricular lessons including choir, peripatetic and band still have high uptake.
- Music of the Week in assembly.
- New opportunity to learn brass.
- PG band.
- Makaton performance to parents during Theme Week.

### Resources

- Dedicated music room.
- New sound system in hall and outside.
- Wide range of instruments, including: whole class set of recorders, whole class set of glockenspiels, percussion, pianos.

### Future steps

- Stockport Music Service to teach one term of music in Y4,Y5, Y6 to allow for greater exposure to a range of instruments and music tuition.
- Staff to be given the opportunity to join PG Band.
- Support staff in using AfL throughout music lessons.
- Opportunities for wider performances in Greater Manchester.



## Impact

- Music teaching is delivered weekly across all year groups and children enjoy these lessons.
- Staff confidence in teaching has increased with the staff training.
- High take up for extra curricular activities/events and instrumental tuition 37% of children across school.
- Music continues to be a high profile subject with an increased number of pupils taking part in events throughout the year.

## Key learning points

- Music should be inclusive and children should be challenged.
- The Charanga scheme of work is the backbone of music teaching at Pownall but is enhanced by extra curricular teaching and the Stockport Music Service.
- Extra curricular musical activities enrich the curriculum and develop musical talents.

# English



## **Actions in 2021-2**

### **Reading**

- Developed use of the reading domains so that children understand the reading skills they are improving. Key Stage 1: vocabulary, sequencing, retrieval, inference, prediction (Very Smart Rhinos In Pyjamas).  
Key Stage 2: author choice, vocabulary, compare and contrast, retrieval, inference, summarising, prediction (AVCRISP).
- Promoted diversity through our reading scheme. The School Council chose diverse texts from Simply Books and developed texts provided within our library. Diverse texts were ordered for reading corners.

### **Phonics**

- Essential Letters and Sounds, our new Phonics scheme, has been implemented with training delivered to all staff.
- EYFS and Year 1 read decodable texts linked to their current Phonics ability. From Stage 7 children develop reading fluency by reading a range of texts within Oxford Reading Stage.

### **Writing**

- Our new scheme has been developed including inspirational texts as well as a termly progression of skills.
- There is a new Medium Term Planning format, staff training has focused upon using the Talk for Writing approach including use of a model text and a hook to engage learners.
- Spelling Shed was implemented across school for the teaching of spellings.

### **CPD**

- Dawn Robertson delivered training for Year 2 and Year 6 to develop their writing scheme.
- Matt Goodfellow led poetry workshops across school, including a whole school assembly. He also led a staff meeting based upon 'Rebel Writing'. This approach to teaching poetry was implemented during theme week.

### **Monitoring**

- A Reading Deep Dive ....
- Termly 'book looks' identified current practice and areas to develop.

### **Future steps**

- Monitor the implementation of Spelling Shed and our new reading scheme.
- Continue to develop our Writing Scheme, focussing upon Genre, Audience and Purpose.
- Implement our new Handwriting Scheme, LetterJoin.

## Impact

- Essential Letters and Sounds, including interventions, is established in EYFS and Year 1.
- Reading Domains are well-established and pupils could discuss these during Pupil Voice.
- Children have a clear progression in the texts they access when reading throughout Key Stage Two.

## Key learning points

- Our community of readers access a range of planned and progressive texts, promoting inclusion and diversity.
- Children decode to read using phonics as their prime approach in the early years. They read decodable texts matched to their phonic ability.

# Physical Education



## **Actions in 2021-22**

### **CPD**

- Supported class teachers in implementing the new scheme of work.
- Dance specialist teaching alongside teachers to improve confidence.

### **Progression in PE**

- New scheme allows for clearer evidence of progression through the year groups in PE

### **Real-life experiences**

- Commonwealth athlete was invited to school to launch Theme Week
- Dance specialist modelled best practice during dance lessons
- Opportunities for children to compete in a wide range of sports and represent the school
- Parent volunteers used to support and encourage both curricular and extra-curricular activities
- Evidence of a high take up of extra curricular activities.
- Children awarded Trophy for athlete of the week during curriculum PE lesson
- Community links with SEND school. Sports Ambassadors joined in with all ability cycling
- Race for Life
- Sports Day- Bramhall High school students were used in a sports leader role.

### **Monitoring**

- Feedback from the deep dive with the LA school improvement partner: very good practice was observed during the learning walk. Children were engaged and active and enjoying their PE lessons. Teachers use clear instructions and there was a focus on skill development.

### **Scheme of work**

- New scheme of work to be implemented and embedded for new school year
- Active Maths to continue to be used to make cross-curricular links
- Daily-Mile to be fully implemented for new term
- Raised profile of sports ambassadors through providing them opportunities to lead and coach their peers.

### **Future steps**

- Continue to develop scheme of work
- Provide more opportunities for the less enthusiastic children to take part in Sport
- Work alongside class teachers to enhance confidence when teaching PE
- Provide a model of what good support looks like during a PE lesson
- Support and monitor specialist teachers to deliver high quality PE lessons

## Impact

- KS2 Daily Mile ensures children take part in 15 minutes of daily exercise
- Staff have been provided high quality CPD in dance, tennis, swimming, lacrosse increasing confidence to deliver such lessons.
- High take up in extra curricular PE.

## Key learning points

- PE should be all inclusive. Class teachers to ensure all abilities of children are challenged at personalised levels of learning.
- The importance of physical activity on mental health and well-being.
- Robust scheme of work to ensure teacher confidence in delivering all areas of PE.
- Extra curricular activities enhance children's engagement in sport and allows them to develop their sporting talents

# Outdoor Learning

*Actions in 2021-22*

## Resources and facilities

- Outdoor Welly stores bought for years 1-4.
- New outdoor learning area created to enhance Year 1 provision.
- Forest area developed further including new pathways, improved fire circle

## Curriculum mapping

- Created cross-curricular whole school overview of outdoor learning provision.

## Monitoring

- Met with year groups to promote outdoor learning, highlights gaps in year groups.

## Real- life experiences

- Liaised with Stockport Council to set up a pop up community event to promote whole school theme week. The school council designed a series of nature based posters which formed a trail. Pupils and the wider community were invited to visit the nature trail to promote the benefits of physical exercise, nature based learning and improve mental health.
- Set up Climate Action group to promote nature based learning, climate change and sustainability.
- Children attended first climate action meeting with Stockport CAN.
- Teachers encouraged to use the lessons in 'The National Curriculum Outdoors' books.

## CPD

- Staff visited Bramhall park in preparation for whole class visits to complete Community Nature Trail.

## Future steps

- *Review whole school outdoor learning provision.*
- *New provision for year 2 children.*
- *Climate change*

## Impact

- All children to access outdoor learning via a cross curricular approach.

## Key learning points

- Children should have frequent opportunities to connect with nature.

***Actions in 2018-19***

- Raised the profile of circle time through implementation of a regular whole school approach.
- Staff meeting covered the changes in new statutory PSHE framework.
- SOW reviewed and developed in line with the new framework.
- Conducted pupil voice, book look and planning to monitor teaching and learning and progress across the school.
- RA 3 day training for one staff member.
- RA champs training for year 5 children.
- Attended LA termly network meetings.
- Raised profile of diversity through theme week.
- Developed a wellbeing team for staff and pupils.
- Members of staff attend LA wellbeing training throughout the year.

***Future steps***

- Repeat pupil voice termly to new SOW.
- Implement new Christopher Winters resources for RSE and develop staff confidence.
- To continue to monitor and develop SOW.
- To continue to develop Monday circles and support new staff.
- To continue to train staff in RA approaches in order to develop a whole school approach to becoming restorative.

**Impact**

- Whole school circle time has developed relationships with children and staff and improved emotional literacy.
- Developed and raised awareness of RA through empowering children with the skills to resolve conflict and become good role models to younger children.
- Raised awareness of new framework through staff meeting.

**Key learning points**

- Through regular weekly circles children need to be equipped with the correct language and have well developed relationships in order to be able to talk confidently about their own health and well-being.
- The progressive knowledge and skills within PSHE curriculum need to be taught discreetly outside of the regular circles.
- Conflict needs to be resolved through use of RA circles.