St Martin's Academy

Completed Application Form for North West Academies…

Application checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	☐	
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	☐	
Section B: Outline of the school	☐	
Section C: Education vision	☐	
Section D: Education plan	☐	
Section E: Evidence of demand and marketing	☐	
Section F: Capacity and capability	☐	
Section G: Initial costs and financial viability	☐	
Section H: Premises	☐	
3. This information is provided in A4 format using Arial font, minimum 12 font size	☐	
4. You have completed two financial plans using the financial template spreadsheet	☐	
5. Independent schools only: you have provided a link to the most recent inspection report	NA	
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	NA	
7. All relevant information relating to Sections A-H of your application has been emailed to **mainstream.fsapplications2013@education.gsi.gov.uk** between 13 and 24 February 2012	☐	
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	☐	
Checklist: Section I of your application		
9. A copy of **Section A** of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	☐	

Section A: Applicant details

Main contact for this application		
1	Name: ██████████████████████████████████ ████████████████	
2.	Address: ████████████ ████ █ ████	
3.	Email address: : ██████████████████ or ████████████████	
4.	Telephone number: █████████████████████ ████	
About your group		
5.	Please state how you would describe your group:	Teacher-led group
6.	If Other, please provide more details:	
7.	Has your group submitted more than one Free School application in this round?	No
8.	If Yes, please provide more details:	
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	

	Appleyards – consultancy support in targeting application, with possible follow up work pre start up and as an ongoing quality assurance partner

Details of company limited by guarantee	
11.	Company name: North West Academies Ltd
12.	Company address: ██████████████████████████ ██████
13.	Company registration number: 7630990

14.	Does the company run any existing schools, including any Free Schools?	No
15.	If Yes, please provide details:	

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ████████
	3. Name: ██████████
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name: ███████████████	
	2. Name: ████████████	
	3. Name: █████████████	
19.	Please provide the name of the proposed chair of the governing body, if known: ███████	

Related organisations		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
21.	If Yes, please provide the following information about each organisation: • their name; • their Companies House and/or Charity Commission number, if appropriate; and • The role that it is envisaged they will play in relation to the Free School.	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

	Existing providers	
23.	Is your organisation an existing independent school wishing to become a Free School?	No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

Please tick to confirm that you have included All the items in the checklist. INCLUDED	

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: ████████████

Position: Chair of company /

Print name: ████████████

Date: 22nd February

Section B: Outline of the school

1.	Proposed school name:	St Martins Academy
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	☐ 4-11 If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	☐ Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? ☐ No **NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.**	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☐ No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	CH1 2NX
11.	Local authority area in which the proposed school would be situated:	Cheshire West and Chester

12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	1 mile from Flintshire boundary Wales.
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

3. Educational Vision

In response to the free school application process, our aim has been to provide a clear and concise document which outlines our proposal.

North West Academies was established by two ambitious Headteachers with over 30 years of educational experience between them and outstanding leadership demonstrated across 12 schools. We have 7 experiences at Headteacher level in a range of different schools, from large international all-through schools to outstanding primary Academy converters. We are both registered Ofsted inspectors with CFBT and SERCO respectively and a wealth of knowledge of what outstanding education means to children. Our experience as leaders is our drive behind our free school vision. Recent experience through Ofsted has enabled us to learn that much of what we see in education today is the same and does not deliver what children need in our modern ICT-driven world. Our vision is to create a school that excites, stimulates and refreshes the educational landscape for children and parents.

We have created a school which we feel will build upon the best that is on offer in education. The model we have used is relevant to the parents and children in Chester and is transferable to a range of settings nationwide. Our ambition as existing outstanding leaders is to create more than one free school over the next 10 years, and enable children to receive the best possible education within areas of high demand and need.

'Outstanding education is a right not a privilege. All children should have access to a fully inclusive school that excites challenges and stimulates their individual expression, whilst ensuring they achieve to their maximum potential.' (North West Academies…2012)

Our mission for St Martin's Academy is, quite simply, to create

'The Best Primary School in Chester.'

Our school will:

- offer the International Baccalaureate curriculum in primary years; currently there is only one other school providing this in the North of England and twelve nationally
- have wrap-around care across 51 weeks of the year for the pupils, making parents' lives far easier
- have high staff ratios
- have small class sizes
- demonstrate strong family values with parents as partners
- be the only state school within the historic City of Chester offer a range of extra curricular opportunities for children

- have an extended day until 4pm to enable additional high quality learning to take place
- provide 'beyond curriculum' lessons
- have incredibly high but realistic aspirations for children
- cater for all learners' needs and be fully inclusive, not elitist
- bridge the gap between state and private providers and ensure that all children make better than expected progress in all years.

St Martin's Academy is a school focused on ensuring all children have the opportunity to grow and learn in an environment that is rich, varied and ensures outstanding educational outcomes, regardless of ability or background. Open for 51 weeks a year, 8am to 6pm, catering for children aged 4–11, our school will work in partnership with children, parents and local businesses to achieve the best outcomes for children. We will ensure that the many barriers that exist between private and state education are broken down fully and our learners receive the best primary education money doesn't have to buy.

In order to make St Martin's Academy the best school in Chester we aim to provide a broad and balanced curriculum, which blends high quality academic progress with a wide range of extra curricular and beyond curricular focus. As the school day is longer than the traditional 9am to 3.30pm timeframe, it will allow us to spend sufficient time on the core subjects and attain high levels of progress for all groups of children. It will also then enable us to provide sufficient 'beyond curriculum' activities in the arts and sports to enable children to flourish in these areas too.

The PYP programme covers six main areas of learning and we will ensure that the maths and English elements correspond directly with the UK national curriculum and that we are tracking pupils regularly to ensure progress. Regular use of internal assessment, together with external summative assessment and the analysis of Raise Online, will be used to ensure no child is left behind. Through small class sizes our teachers and teaching assistants, in partnership with the SENCO appointed from day one, can target vulnerable groups, the more able, and all learners who require additional support, ensuring that we have sufficient time to deliver targeted support. Our extended day will significantly enhance our ability to provide a wide range of additional support.

We will regularly compare ourselves with other schools using published data. As the Directors of North West Academies are both Ofsted inspectors, they will have unique insight into standards and will be able to ensure that the drive to be the best school in Chester is well targeted.

In Reception our learners will follow the EYFS curriculum and their learning will be based around the outcomes that children are expected to make nationally. We feel this is a perfect curriculum for our children as it will allow us to make sure that all children have a solid foundation on which to learn, as they will undoubtedly join the school from a variety of different settings. We

would expect all learners to make at least 6 points progress throughout this phase of learning and ensure that this stage is rated as outstanding.

From Year 1 we will follow the IBPYP curriculum which ensures a range of cross-curricular opportunities for all learners. We will set a minimum benchmark of two sub-levels of progress in relation to National Curriculum levels from this age. We will also use Benchmarking as a National Reading Scheme for assessment, with the aim that by the end of Year 4 **ALL** learners have a reading age of 12+ and are free readers. In addition to this, from Year 3 we will also use nationally recognised CAT tests to test the pupils' IQ levels. This will help us to establish how intelligent our pupils are and the progress they have made in relation to this.

As experienced practitioners and inspectors we know that these measures ensure that no child underachieves in relation to starting point, and provide focused aspirations for all learners. There would be no gender divisions, and our aim is to ensure that children leaving the school in Year 6 are beyond national expectations for their learning at 4b. We would achieve a higher number of level 5 pupils than all other state schools locally, directly in line with our Private School competitors.

The philosophy behind the PYP programme is a holistic approach to education based on relevant cross-curricula topics, which bring learning to life. In many primary schools the curriculum has a topic-based approach but staff spend much of their time rewriting the curriculum to suit the cross-curricular approach. This is time consuming, and as teachers are generally not curriculum experts this can lead to tentative links and missed opportunities.

The PYP is a well-established international curriculum used on 5 continents and through its cross-curricular links it covers the learning outcomes of the National Curriculum. Through the topic-based approach we can deliver high quality education in the foundation subjects, which encompass a strong connection with the core elements of the curriculum.

The most unique part of our school offering and one which will make us stand out from the crowd is the additional 'beyond curriculum' activities which pupils can engage in four days a week. These will be in the arts and PE. They will encompass areas like a choir, school band (even using recorders for the youngest pupils), drama performances and various team sports. This rich enhancement of the curriculum will be carried out by all staff, as a compulsory part of their job description, and will be in addition to the regular after school clubs. During these sessions we will also be able to provide intensive intervention sessions for short periods to tackles areas of development and extend our more able pupils, ensuring that effective challenge and support are at the core of what we do.

The length of the school day – 9am to 4pm – will enable us to provide this additional exciting element to the school whilst not detracting from the main National Curriculum subjects being taught through the PYP programme.

Rationale

All families and children deserve a choice of outstanding educational providers. Demand for schools in Chester outstrips the supply of places. Our evidence shows in 2010 and 2011 that within a 1.5 mile radius of our proposed site, 11 out of the 12 schools are over subscribed in 2011, and all are oversubscribed in 2012. Of these schools, half are rated satisfactory and only one is rated outstanding by Ofsted. See page 23 for details.

There are simply not enough good schools in Chester. There is currently one private secondary school located within the boundaries of the city of Chester and no primary schools.

With population rates on the increase and the number of children aged 0–15 in Chester expected to increase by 1000 by 2029, the push for places will become intolerable for Chester very soon.

The chart and statements below are taken from The Cheshire West & Chester Council Population Forecasts, January 2011.

Table 3: Forecasts of children

	Population			*% change*	
Age	*2009*	*2019*	*2029*	*2009–19*	2019–29
0–4	*18,400*	*17,400*	*18,800*	*-5%*	*2%*
5–10	*21,200*	*21,700*	*22,800*	*2%*	*8%*
11–15	*19,800*	*18,900*	*18,500*	*-5%*	*-6%*
0–15	*59,300*	*58,000*	*60,200*	*-2%*	*1%*

3.1   The number of children (aged 0–15) will decrease by around 2% over the next ten years. During this period the number of 5- to 10-year-olds will increase by 2%.

3.2   After 2015, the number of children will increase slightly. By 2029 there will be around a thousand more children living in Cheshire West and Chester than there were in 2009.

What will be the character of the school?

St Martin's Academy will enthuse children about learning through the delivery of an exciting curriculum and working in strong partnership with parents to ensure high standards. Our school will have a strong sense of community, where all children and families are treated with respect. Based in the City Centre we will meet the needs of working parents and offer extended services and wrap-around care.

The ever growing costs of childcare and the impact this has on working parents creates many problems in our society. Our school will offer in-house childcare, at cost, throughout school holidays and from 8am until 6pm. Chester has many people who travel into the city each day, working in a variety of businesses from shops to major multinationals which exist within the city boundary. A large proportion of these workers are low paid and rely on public transport to travel to and from their homes. Many of these workers travel considerable distances which impacts upon their time to work and also the cost benefit of working additional hours in relation to childcare. Our school will help support these parents, providign them with the security of knowing their children are close by in a high quality learning environment, offering out of hours care throughout the school year.

Of the 12 local schools we have researched, only 3 offer extended school hours bewteen 8am and 6pm, and there are none that offer holiday care throughout the school calendar.

Our strong focus on the family and making sure that all children are cared for will be at the heart of the school and the care we provide. In our experience as Headteachers we have found it invaluable to build relationships with parents, which extends learning.

The freedom to innovate and excite through learning is at the heart of this drive for St Martin's Academy. An enquiry based approach to learning will be at the centre of our development and a fundamental focus for our curriculum, ensuring that children have a relevant and focused education that enables them to develop their skills and understanding to move into the world beyond school. The framework for our 'real' learning will be through the implementation of the IB Primary Years Programme. A strong emphasis on the core skills of maths, English, ICT and links with industry, taking part in a range of initiatives that link children into 'the wonderful world of work' will be central to how our school operates. This will ensure that learning not only produces outstanding results but enables our children to make exciting choices as they develop their awareness of possibility.

St Martin's Academy will have:

- a longer school day to allow us to ensure we cover the curriculum sufficiently and have additional 'beyond curriculum' activities for students
- a creative approach to learning, teaching, leadership and management
- a philosophy that children learn best through the delivery of first-hand experiences across a broad, balanced and skills-led curriculum
- children who are empowered with positive experiences; a place where they feel safe and secure
- a listening approach, ensuring that children are proactive, taking the lead role in the development of their own education
- classrooms which are happy and vibrant centres of learning, rich with challenge, where each individual has a sense of ownership whilst at the same time contributing to the team
- children who achieve high standards coupled with high aspirations for their own development in a creative learning environment
- parental or carer support, creating a strong sense of partnership and family.

As a free school our mission, aims and values would build upon these core beliefs.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		25	25	25	25	25	25	25
Year 1			25	25	25	25	25	25
Year 2				25	25	25	25	25
Year 3					25	25	25	25
Year 4						25	25	25
Year 5							25	25
Year 6								25
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

4. Educational Plan

Curriculum and organisation of learning

Curriculum Model

In order to meet our educational values and vision we will follow the International Baccalaureate (IB) Primary Years Programme (PYP) with a strong emphasis on the core subjects. This will make our school stand out from the crowd and provide a unique and highly relevant 21st Century curriculum.

As experienced leaders of North West Academies, and through our experience as Ofsted Inspectors, we feel that many schools attempt to create curricula which meet the needs of learners but many often miss the mark. Many schools look at a creative cross-curricular approach to learning but often there is insufficient emphasis given to core standards and the promotion of basic skills. The PYP will enable our school to have a unique framework for learning in which children will thrive. Chester is a high employment area and demand for jobs is high. Primary education enables children to build strong foundations on which their future learning will develop. The PYP enables children to become creative thinkers and doers, structures learning sufficiently that children can think in a multidisciplinary way and enables children to see the shades of grey. These valuable skills are what will enable our learners to flourish at their high schools and then take these skills into the world of work.

PYP will ensure that the children learn in a fast moving environment, their basic skills of maths and literacy are strong and that there is no underachievement. As inspectors we are very aware that there is a growing divided between boys and girls in early years of learning and that boys take a long time to catch up. Our research shows the IBPYP curriculum reduces this because learning is aimed at bridging gaps between the sexes and making sure that children learn in a variety of ways. This means that regardless of gender children will have the opportunity to learn creatively and, within our school, underperformance will not exist.

Students in the 21st Century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate® (IB) Primary Years Programme prepares students to be active participants in a lifelong journey of learning.
The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes.

<u>The Written Curriculum</u>

These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to 'step up' beyond the confines of learning within subject areas:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

<u>The Taught Curriculum</u>

The six transdisciplinary themes help teachers to develop a programme of inquiries: in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

<u>The Assessed Curriculum</u>

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

The programme can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- Language
- Social studies
- Mathematics
- Arts
- Science
- Personal, social and physical education.

The transdisciplinary themes and subject areas outlined above form the knowledge element of the programme.

The five essential elements – concepts, knowledge, skills, attitudes, action – are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- Take action as a consequence of their learning.

Curriculum model

The curriculum is expressed in three interrelated ways:

- The written curriculum – what do we want to learn?
- The taught curriculum – how best will we learn?
- The assessed curriculum – how will we know what we have learned?

The Curriculum

Our curriculum will build upon subject and topic teaching, using the IBPYP as a framework for learning, with additional emphasis on the core subjects of English and Mathematics. ICT will be rich in all subjects throughout school. Locating the school in the heart of Chester, we will build our curriculum locally and develop a global outlook where appropriate.

The curriculum will be centred on skills in all subjects, ensuring that it enthuses children's learning. This is how children learn best. The children will learn in topics, focusing on key skills, with timetabling for the core subjects. This approach creates more opportunities for cross-curricular learning and avoids tenuous links in core subjects.

All children within the school will learn through a central core topic with the work differentiated to their ability. The focus in each classroom will be on high quality, teacher-led learning with student enquiry through the use of 'big questions'. Each week we will start our learning with core enquiry and from this our learning will develop. Within this approach we will timetable core subjects ensuring that children's basic skills are developed to their maximum potential. A focus upon the Arts will be integral within our learning, ensuring children have the greatest opportunity to develop creatively.

Learning outside the classroom and residential visits are part of this process. The hook on which we will seat our learning will be about ensuring that children have the opportunity to learn through many curricular-related activities beyond our school.

Engaging with parents will be a key aspect of learning within St Martin's Academy.

HOUSE (Helping Others Understand School Experiences), a unique programme ensuring parent and child interaction, will be implemented alonside the IBPYP. Developing learning through this partnership will be the responsibility of the appointed team ensuring education doesn't end at the school gates.

Effectively resourcing the school and offering the children high quality equipment is vital. Creating high quality learning environments which are valued and cared for by the children is a vital aspect of the role of educators. ICT will be innovative, mobile and integrated throughout school. ICT will be an important aspect of our approach to learning, creating independent, challenging activities which will be used in all lessons. Parental lease hire schemes will be part of our approach to ICT. Shared use of facilities will enable us to create a school that is different and forward thinking. We will also be offering a number of family learning projects centred on using ICT together. So many of the jobs our young children will end up in haven't been invented yet. As such, it is vital as educators, working within the confines of our budgets, that we ensure the children's ICT skills are equipped to deal with the modern and ever-changing world.

As a city centre school there are many sporting facilities within the City boundary. PE will be a strength of the school and taught by teachers or specialist coaches. All childen will take part in weekly swimming lessons from Reception onwards at Northgate Arena or the City Baths in Chester, both of which are less than a ten-minute walk from the proposed site.

As innovators in education we will ensure we have effective links with local

businesses and in particular Chester University, due to the school's location.

EYFS

The IBPYP starts at Year 1 and as a result of this we would continue with EYFS provision in Reception. This is the most effective form of teaching and learning and allows for high quality opportunities for assessment and progress.

Planning EYFS will be structured around topics which meet the needs of the children and through a series of learning goals. Exemplar planning will ensure high quality outcomes. Phonics teaching will also take place alongside this, using synthetic teaching of phonics, which once again we feel is the best approach to early reading. E-profiles will be used as the primary method of assessing children's progress and we would aim to join with other local schools as a form of moderation.

An example of planning for communication, language is detailed below. Other planning examples will be available on request. We understand the need for the implementation of an appropriate play curriculum that develops early basic skills for children before they move into Year 1.

Our Reception Class teacher will also take on the role of SENCO in partnership with the Headteacher. We feel that this sets the correct tone for the learning environments and ensures that early identification of special needs takes place when a child enters school.

We have looked at what a typical year would look like in Reception and have included a sample plan of a unit of work. We felt this was sufficient for the application and we can talk through in more detail a year plan at interview should this be required. We also would base all assessments on early learning goals. The planning is linked to this.

CLL Medium term plan **Class 1 Foundation Stage 2**

Spring 2 – Where it all began – Let's believe: Fairytales Spark and development – children 's interest in the bad wolf in red riding hood when reading the story led to children wanting to learn about the three little pigs. Fairytales chosen and activities are based on child- initiated interests assessed daily and weekly. Phonics – separate planning Word level/sentence level – read and spell HFW – decidable and tricky words	

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
1	Retell narratives in the correct sequence, drawing on language patterns of stories. Show an understanding of the elements of stories, such as main character, sequence of events and openings. Use writing as a means of recording and communicating. Use their phonetic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Three Little Pigs – Picture walk to retell the story Use iPad to create animation using character puppets Draw story map – sequence story Why did the wolf make a bad choice? How could we behave differently? – PSE links	**Development Matters-** **CLL LCT** 4. Listens with enjoyment to stories, songs, rhymes, poems... **5.** Use language to imagine and recreate roles and experiences. 6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation. 7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meaning and sounds of new words. **LSL – PHONICS** 4. Links sounds to letters, naming and sounding letters of the alphabet. 5. Hears and say sounds in words. 6 Blends sounds in words. **Reading** 3. Recognises a few familiar words. 4. Knows that, in English, print is read from left to right and top to bottom. **Writing** **2**. Uses some clearly identifiable letters to communicate meaning. **3**. Represents some sounds correctly in writing. 4. Writes own name and other words from memory. Holds pencil and uses it effectively to form recognisable letters.	Observe how children incorporate book elements into play, for example character. How do children use language in their pretend and imaginary play? Do children enjoy using spoken and written language and readily turn it into their play? Are they able to communicate with others and listen and respond to each other's ideas? Do children listen actively to stories being told? Are children adopting the behaviours of a reader when looking at or sharing books? Are children able to retell familiar stories using props?	Three Little Pigs story and finger puppets IWB story of Three Little Pigs Character masks Laminated pictures of characters Story box of Three Little Pigs IPad Play-Doh

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
2	Use talk to organise, sequence, drawing on language patterns of stories.

Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.

Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Design house for the three little pigs.
Create instructions as a group to make the house.

Use adjectives to describe a character from the three little pigs. | **Development Matters-**
CLL LCT
4. Listens with enjoyment to stories, songs, rhymes, poems...
5. Uses language to imagine and recreate roles and experiences.
6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meaning and sounds of new words.
LSL – PHONICS
4. Links sounds to letters, naming and sounding letters of the alphabet.
5. Hears and says sounds in words
6 Blends sounds in words
Reading
3. Recognises a few familiar words.
4. Knows that, in English, print is read from left to right and top to bottom.
Writing
2. Uses some clearly identifiable letters to communicate meaning.
3. Represents some sounds correctly in writing. | Observe how children incorporate book elements into play, for example character.

How do children use language in their pretend and imaginary play?

Do children enjoy using spoken and written language and readily turn it into their play?
Are they able to communicate with others and listen and respond to each other's ideas?
Do children listen actively to stories being told?

Are children adopting the behaviours of a reader when looking at or sharing books? Are children able to retell familiar stories using props? | Three Little Pigs story and finger puppets
IWB story of Three Little pigs
Character masks
Laminated pictures of characters
Story box of Three Little Pigs. |

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
3	Attempt at writing for different purposes, using features of different forms such as lists, stories and instructions. Extend their vocabulary with confidence and control and show awareness of the listener. Read a range of familiar and common words and simples sentences independently. Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	**Development Matters-** **CLL LCT** 4. Listens with enjoyment to stories, songs, rhymes, poems... **5.** Uses language to imagine and recreate roles and experiences. 6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation. 7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meaning and sounds of new words. **LSL – PHONICS** 4. Links sounds to letters, naming and sounding letters of the alphabet. 5. Hears and says sounds in words 6 Blends sounds in words **Reading** **3.** Recognises a few familiar words. 4. Knows that, in English, print is read from left to right and top to bottom. **Writing** **2**. Uses some clearly identifiable letters to communicate meaning. **3**. Represents some sounds correctly in writing.	Observe how children incorporate book elements into play, for example character. How do children use language in their pretend and imaginary play? Do children enjoy using spoken and written language and readily turn it into their play? Are they able to communicate with others and listen and respond to each other's ideas? Do children listen actively to stories being told? Are children adopting the behaviours of a reader when looking at or sharing books? Are children able to retell familiar stories using props?	

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
4	Use talk to organise, sequence, drawing on language patterns of stories. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	**Development Matters-** **CLL LCT** **1.** Listens and responds. **2.** Indicates communication with others, displaying greater confidence in more informal contexts. **3.** Talks activities through, reflecting on and modifying actions. **4.** Listen with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions and actions. **5.** Use language to imagine and recreate roles and experiences. **LLS – PHONICS** **1.** Joins in with rhyming and rhythmic activities. **2.** Shows an awareness of rhyme and alliteration. **3.** Links some sounds to letters. **4.** Links sounds to letters, naming and sounding letters of the alphabet. **5**. *Hears and says initial and end sounds in words.* **Reading** **1**. Is developing an interest in books. **2**. Knows that print conveys meaning. **3**. Recognises a few familiar words. **4**. Knows that in English, print is read from left to right and top to bottom. **5**. *Shows an understanding of the elements of stories, such as main characters, sequence of events and openings.* **Writing** **1.** Experiments with mark making, sometimes ascribing meaning to the marks. **2**. Uses some clearly identifiable letters to communicate meaning. **3**. Represents some sounds correctly in writing.	Observe how children incorporate book elements into play, for example character. How do children use language in their pretend and imaginary play? Do children enjoy using spoken and written language and readily turn it into their play? Are they able to communicate with others and listen and respond to each other's ideas. Do children listen actively to stories being told? Are children adopting the behaviours of a reader when looking at or sharing books? Are children able to retell familiar stories using props?	

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
5	Attempt at writing for different purposes, using features of different forms such as lists, stories and instructions. Extend their vocabulary with confidence and control and show awareness of the listener. Read a range of familiar and common words and simples sentences independently. Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	**Development Matters-** **CLL LCT** **1.** Listens and responds. **2.** Indicates communication with others, displaying greater confidence in more informal contexts. **3.** Talks activities through, reflecting on and modifying actions. **4.** Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions and actions. **5.** Uses language to imagine and recreate roles and experiences. **LLS – PHONICS** **1.** Joins in with rhyming and rhythmic activities. **2.** Shows an awareness of rhyme and alliteration. **3.** Links some sounds to letters. **4**. Links sounds to letters, naming and sounding letters of the alphabet. **5**. *Hears and says initial and end sounds in words.* **Reading** **1**. Is developing an interest in books. **2**. Knows that print conveys meaning. **3**. Recognises a few familiar words. **4**. Knows that in English, print is read from left to right and top to bottom. **5**. *Shows an understanding of the elements of stories, such as main characters, sequence of events and openings.* **Writing** **1.** Experiments with mark making, sometimes ascribing meaning to the marks. **2**. Uses some clearly identifiable letters to communicate meaning. **3.** Represents some sounds correctly in writing.		

Week	EYFS framework Objectives/development matters Unit/Topic Activities	Key Outcomes	Look/Note/Listen	Texts/Resources
6	Attempt at writing for different purposes, using features of different forms such as lists, stories and instructions. Extend their vocabulary with confidence and control and show awareness of the listener. Read a range of familiar and common words and simples sentences independently. Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	**Development Matters-** **CLL LCT** **1.** Listens and responds **2.** Indicates communication with others, displaying greater confidence in more informal contexts. **3.** Talks activities through, reflecting on and modifying actions. **4.** Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions and actions. **5.** Uses language to imagine and recreate roles and experiences. **LLS – PHONICS** **1.** Joins in with rhyming and rhythmic activities. **2.** Shows an awareness of rhyme and alliteration. **3.** Links some sounds to letters. **4**. Links sounds to letters, naming and sounding letters of the alphabet. **5**. *Hears and says initial and end sounds in words.* **Reading** **1**. Is developing an interest in books. **2**. Knows that print conveys meaning. **3**. Recognises a few familiar words. **4**. Knows that in English, print is read from left to right and top to bottom. **5**. *Shows an understanding of the elements of stories, such as main characters, sequence of events and openings.* **Writing** **1.** Experiments with mark making, sometimes ascribing meaning to the marks. **2**. Uses some clearly identifiable letters to communicate meaning. **3**. Represents some sounds correctly in writing.	Observe how children incorporate book elements into play, for example character. How do children use language in their pretend and imaginary play? Do children enjoy using spoken and written language and readily turn it into their play? Are they able to communicate with others and listen and respond to each other's ideas. Do children listen actively to stories being told? Are children adopting the behaviours of a reader when looking at or sharing books? Are children able to retell familiar stories using props? When listening to suggestions/explanations, do children respond appropriately through actions or comments or by asking relevant questions? Are they using marks to represent meanings? Are they able to identify and write some letters? Do they leave spaces showing recognition of words? etc.	

PYP starts at Year 1

The Primary Years Programme (PYP) is a world-recognised programme. It is designed for young learners aged from 5 to 12, and focuses on the total growth of the developing child, touching heart as well as mind. It encompasses social, physical, emotional and cultural needs in addition to academic development. We design a broad and balanced curriculum and offer a wide range of activities. We set up strict and challenging assessments. We aim for developing the international citizens who are defined in the Learner Profile and PYP Attitudes.

Small-size class is featured in the PYP. We respect the differences of the students. We use a range of assessment strategies, which give a clear picture of each child's progress. We value parent cooperation in supporting their child's learning. All the students have a portfolio in which they document their progress throughout the school year.

Programme of Inquiry

Each unit of inquiry includes opportunities for students to develop all five of the following **essential elements**:

1. Knowledge
The areas of knowledge that we deem especially significant for the promotion of international mindedness in our students.

2. Skills
Social, communication, thinking, research and self-management.

3. Concepts
What is it like?
How does it work?
Why is it like it is?
How is it changing?
How is it connected to other things?
What are the points of view?
What is our responsibility?
How do we know?

4. Attitudes
The attitudes we encourage towards people, the environment and learning are: appreciation, commitment, confidence, co-operation, creativity, curiosity, empathy, independence, integrity, respect, tolerance.

5. Action
We encourage our students to take action from their learning. This action may extend the child's learning or it may have a wider social impact. For instance, as a follow-on from the unit of inquiry 'What a Waste', students set up a composting bin to recycle organic waste from the school.

Here you see a guide to our weekly schedule. Please note that in IB schools, Inquiry is something that happens in every subject and each subject should link to our Unit. This is simply a guide and is subject to change.

ST MARTIN'S PHILOSOPHY: THE IB PRIMARY YEARS PROGRAMME

Curriculum Model Year 1 onwards

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. be able to rhyme by:
- recognising, exploring and working with rhyming patterns
- generating new and invented words in speech and spelling
- discriminating onsets from rhymes
- identifying alliteration.
2. Know grapheme and phoneme correspondences by:
- sounding and naming identifying initial sounds in words
- reading letters that represent the sounds *a–z, ch, sh, th*
- writing initial sounds in words that correspond to the *sounds a–z, ch, sh, th*
- identifying and writing initial and dominant phonemes represented in a word
- identifying and writing initial and final phonemes in cvc words.
3. Know the alphabet by:
- each letter of the alphabet
- writing letters for letter names
- knowing alphabetic order.

Word Recognition, Graphic Knowledge and Spelling
The pupils will:
1. Read age appropriate sight words from the High Frequency word list.
2. Read and write own name.
3. Recognise critical features of words: shape, height, spelling patterns.
Vocabulary Extension
The pupils will learn new words from their reading and Units of Inquiry.
Handwriting
The pupils will:
1. Use a comfortable and efficient pencil grip.
2. Write on a line.
3. Write letters using the correct sequence of movements
Sentence Level Work
Grammatical Awareness
The pupils will:
1. Expect grammatical text to be correct and change if it is not.
2. Use awareness of grammatical conventions to predict a word during shared reading and when re-reading familiar stories.
3. Use a capital letter for the start of their own name and at the beginning of a

sentence.

Text Level Work
Reading
The pupils will:
1. Understand and use correctly terms about books and print: book, beginning, end, back, cover, page, line, word, letter, title and author
2. Track text in the right order, page by page, left to right, top to bottom
3. Point when reading/telling a story, and make one-to-one correspondences between written and spoken words
Reading Comprehension
The pupils will:
1. Use a variety of cues to read words in a story: knowledge of what makes grammatical sense, context
2. Know the difference between a re-told story and what the exact words are in the book
3. re-read frequently a variety of forms of text: lists, big books, captions, own and other children's writing
4. Re-enact or retell stories, recounting the main points in order
5. be aware of story structure: actions/reactions, consequences, build up and conclusion
6. Re-read and repeat stories with predictable patterns and experiment with rhyming patterns
Writing
The pupils will:
1. Through shared writing
   - learn that writing can be used for many purposes: sending messages, recording
   - ideas, informing, telling a story
   - learn that a word is always written the same way and says the same
   - thing
   - understand that writing is formed in the same direction a word at a time
   - understand how letters are formed to make words
   - help the teacher to scribe and re-read what the class has written
2. Through guided and independent writing
   - write their own name
   - write labels and captions for pictures and drawings
   - write sentences to match pictures or sequences of pictures in a story
   - see how their own version of words matches or differs from conventional spelling (on their own and with the help of a teacher)
   - think about and discuss what they want to write ahead of time
   - use stories and poems as a basis for independent writing
   - use writing to tell stories, write lists, send messages, recount their own
   - experiences, write signs, greeting cards, record information and share information

MATHEMATICS
The goal of our maths curriculum is to produce mathematically powerful thinkers and problem-solvers who are confident and feel comfortable using

mathematics in their daily lives. Therefore pupils not only learn basic computation skills, but they also are involved in more than the "how-tos" of basic arithmetic skills; they are involved in multiple day projects and explorations that link ideas and concepts from several strands of mathematics into an integrated whole that makes sense. We focus not just on answers but on the ways pupils think, and we are more interested in their reasons and explanations for solutions and discoveries, not whether or not everyone gets the same solution in the same way. Mental maths is practiced every day to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, pupils construct deep understanding and many flexible ways of handling numbers. With this approach, pupils develop autonomy and a more complete understanding of mathematics, i.e. a strong foundation for our technology-based society.

Concept

Number Sense

The pupils will:

1. use appropriate maths vocabulary
2. develop multiple approaches to working with numbers
3. recognise the use of different types of numbers in the real world
4. use a variety of concrete materials to demonstrate number relations
5. record the counting of various occurrences
6. count, recognises, write, order and compare whole numbers and fractions
7. demonstrate an understanding and knowledge of addition and subtraction, using multiple strategies
8. model and discuss the concrete representations of less than, greater than and equal to
9. construct situations for understanding even and odd numbers
10. use ordinal numbers
11. develop mental maths skills
12. estimate small quantities of objects by using a referent
13. demonstrate a variety of methods for finding solutions from known facts
14. explore, discuss and solve addition and subtraction problems, using manipulatives, patterns and numbers
15. recognise situations in which addition applies, and use it to construct and solve problems with whole numbers
16. use manipulatives, coins, and numbers in number sense form
17. name the whole number before and after a given whole number
18. understand the language of numbers (between, after)
19. write the numbers 0 to 20

Algebraic Thinking

The pupils will:

1. identify, extend and create patterns in many forms
2. sort, classify, and make comparisons and search for patterns while working with manipulatives, data and numbers
3. link and understand written symbols to objects, numbers and words
4. skip count by twos, fives and tens
5. recognise observable regular events and shapes, and work with patterns to express relationships
6. use and make predictions about repeating patterns
7. describe the relationship between addition and subtraction

8. use manipulatives to model balancing in number sentences
9. use positional words and relationships

Shape and Measurement

The pupils will:
1. identify coins and know their values
2. identify, describe and discuss likeness/differences between objects and collections of objects that can be manipulated or visualised
1. recognise shapes in different orientations
2. name the days of the week and months of the year
3. recognise, draw and name geometric shapes in mathematics and in the environment
4. identify patterns in geometrical objects, such as symmetry
5. make and construct 2-dimensional shapes and models
6. estimate and use non-standard and standard units to compare and order objects by size, length, width and height
7. use real objects as examples of quantity, space and shapes
8. identify and recognise fractional parts (1/2) of shapes
9. be introduced to time-telling: hour hand, minute, second

Data Analysis: Statistics and Probability

The pupils will:
1. construct graphs, then analyse and discuss results
2. collect, display, sort and interpret data
3. use pictures and symbols to characterize and group objects, and to solve problems
4. make predictions about an event happening

UNITS OF INQUIRY
Transdisciplinary Theme: *Who We Are*
Title: Our School Community
Subject focus: Social Studies
Central Idea: School communities are organised to help us learn and live together.
An inquiry into:
1. how we make and keep friends
2. how we can create a peaceful classroom community
3. strategies for resolving conflicts among friends
Transdisciplinary Theme: *Where We Are In Time And Place*
Title: How We Learn about the Past: Dinosaurs
Subject focus: Science
Central Idea: We can use clues to help us learn about the past.
An inquiry into:
1. how people have learned about a time before humans existed
2. how palaeontologists gather and analyse information about dinosaurs and their disappearance
3. why there are still unanswered questions about dinosaurs and their disappearance
Transdisciplinary Theme: *How We Express Ourselves*
Title: Let's Do Art
Subject focus: Social Studies, Art
Central Idea: Art is a means of creative expression.

An inquiry into:
1. why people create art
2. the process of art, rather than the product
3. the lives and works of famous artists: case studies
4. different artistic techniques

Transdisciplinary Theme: *How the World Works*
Title: Weather
Subject focus: Science
Central Idea: Weather all around the world influences living things.
An inquiry into:
1. observing, recording and predicting weather
2. seasons and weather patterns around the world
3. how changes in weather affect living things

Transdisciplinary Theme: *How We Organise Ourselves*
Title: From Farm to Table
Subject focus: Social Studies, Science
Central Idea: Many foods need to be transported and/or processed before they reach our tables.
An inquiry into:
1. where our food comes from
2. how it may be processed
3. who is involved in getting our food to us?

Transdisciplinary Theme: *Sharing The Planet*
Title: Life in the Rain Forest
Subject focus: Science
Central Idea**:** The rain forest is a unique habitat or ecosystem. It is valuable to our society and needs to be protected.
An inquiry into:
1. the unique characteristics of the rainforest
2. why the rainforest is valuable to us
3. what forms of life thrive in the rainforest?
4. how the rainforest is being destroyed
5. how to protect and support the rainforest

MUSIC
Through exposure to diverse materials, pupils develop an awareness of how people from many cultures create and participate in music. Pupils will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music programme. Through exposure to performance, pupils gain self-confidence, memorisation skills and public speaking. Pupils will develop listening skills and will gain knowledge of historical composers and their music.
Listening
The pupils will:
1. Listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments

4. recognise musical patterns, dynamics, rhythmic patterns and melodic direction

Performing

The pupils will:

1. perform numerous songs together as a group
2. understand the principles of rehearsing music for a production by beginning and ending together, memorising music, taking direction from the teacher, and working as a group
3. explore differences between speaking and singing voices
4. sing with appropriate tone, posture and breathing

Movement

The pupils will:

1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element, e.g. "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The pupils will:

1. explore the music of the Jazz Age beginning in the late 19th century and ending in the present time
2. focus on the importance of melodic and rhythmic patterns in musical compositions

ART

The Art Programme explores many forms and styles of art and uses many different media. Through their years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment is created where the children's visual perceptions are allowed to mature. As their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The pupils will:

1. complete art projects that are closely connected to the Units of Inquiry
2. develop motor co-ordination
3. enhance their awareness of the basic art elements in their surrounding, such as colour, shape, line and texture
4. explore materials and techniques for a greater understanding of the creative process
5. study shapes by completing projects, influenced by Henri Matisse and Alexander Calder

PHYSICAL EDUCATION

The physical education programme is a task-oriented, year-round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, emphasis is placed upon values, morals, and attitudes. The pupils will also do exercises in the classroom as they take breaks during the day.

The pupils will:

1. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
2. develop the range and skills of their actions; e.g. balancing, taking off and landing, turning and rolling
3. start to choose and link skills and actions in short movement phrases
4. create and perform short, linked sequences that show a clear beginning, middle and end
5. start to develop and refine basic techniques in running and jumping
6. travel with and receive a ball and other equipment in different ways
7. develop these skills for simple net, striking/fielding and invasion-type games
8. play simple, competitive net, striking/fielding and invasion-type games using simple tactics for attacking and defending
9. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
10. change the rhythm, speed, level and direction of the movements

HOMEWORK POLICY
Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils at St Martin's. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. In Year 1, pupils are given homework for 15 to 30 minutes a day. Mostly, it focuses on the child's emergent reading development. Teachers and parents may communicate via reading diaries, e-mail or phone regarding homework concerns.

In Year 2

We are aware that at the end of Year 2 our children would take part in national tests. We will encourage our teachers to prepare for Year 2 tests through teaching IBPYP as we feel the skills required are transferable and the standards would be higher than other schools locally.

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. practice and secure rhyming skills from Year 1 by
   - exploring rhyming patterns
   - generating rhyming groups (pat, sat, cat, fat)
2. practice and secure ability to hear initial and final phonemes in cvc words
3. discriminate and segment all three phonemes in cvc words
4. blend phonemes to read cvc words
5. represent in writing all three phonemes in cvc words
6. read and spell words ending in ff, ll, ss, ch, ng
7. read and spell initial consonant clusters: bl, cr, tr, str
8. read and spell final consonant clusters: nd, lp, st
9. identify separate phonemes in words with clusters
10. segment consonant clusters for spelling and writing
11. blend phonemes for reading
12. segment phonemes for spelling
13. read and spell long vowel phonemes ee, ai, ie, oa, oo (as in moon)
Word Recognition, Graphic Knowledge and Spelling
The pupils will:
1. for guided reading: read high frequency words specific to their book group
2. read on sight 100 new high frequency words from the sight words list by the end of the year
3. spell words with "s" at the end for a plural
4. spell words from their weekly spelling lists
Vocabulary Extension
The pupils will:
1. learn new words from shared and individual reading experiences
2. make a collection of personal words
3. learn the meaning of "vowel" and "consonant"
Handwriting
The pupils will:
1. use a comfortable and efficient pencil grip
2. form lower case letters correctly
3. combine knowledge of handwriting and spelling to independent writing
Sentence Level Work
Grammatical Awareness
The pupils will:
1. expect written text to make sense and check for sense if it does not
2. use awareness of grammar of a sentence to decipher new words (read on, leave a gap, then re-read with word)
3. read with expression

4. re-read to make sure own writing makes sense

5. predict words that fit in a sentence

Sentence Construction and Punctuation

The pupils will:

1. recognise and use periods and capital letters when reading and writing

2. use capitalisation for Mr, Mrs, Ms, Miss

Text Level Work

Fiction and Poetry

Reading Comprehension

The pupils will:

1. reinforce and apply word level skills in shared and guided reading

2. use phonological, graphical and grammatical cues to read texts and make sense from them

3. read simple familiar stories and poetry independently

4. point when reading and make correspondence between words said and read

5. describe story setting and incidents and relate them to own experiences

6. re-enact stories using puppets, pantomime and plays

7. choose and read familiar books and discuss preferences

8. retell stories giving the main points in sequence

9. identify different genres of stories

10. identify and discuss characters: appearance, behaviour and description

11. become aware of character dialogue

12. identify beginning, middle and end of story

Writing

The pupils will:

1. apply phonological and graphic knowledge and sight vocabulary to spell words accurately

2. write about events in personal experience

3. use rhymes and patterned stories as models for their own writing

4. make storybooks with cover, title and author's name

5. spell all high frequency words correctly

6. make a story map for a familiar story

7. make a character profile

8. use elements of structure and language in own stories

9. write about significant incidents in stories

10. compose own poetry using repetitive patterns, carefully selected sentences and imagery

Non-fiction

Reading Comprehension

The pupils will:

1. read and follow captions for learning centres and instructions on worksheets and classroom routines

2. know the difference between fiction and non-fiction

3. know the features of non-fiction texts: captions, indexes, table of contents, diagrams with labels

4. understand that the reader can read selectively for information without reading the whole book

5. predict what a book may be about from cover and pictures

6. understand that there are non-fiction books on similar themes

7. use ordered sequence of events: first, next, last
8. use text to answer questions
Writing Composition
The pupils will:
1. write captions for their own work for display
2. make simple lists for planning and reminding
3. write and draw instructions and labels for classroom use
4. write labels for diagrams
5. write non-chronological report
6. write recounts of experiences
7. write instructions sequentially
8. make a class dictionary of special interest linked to Units of Inquiry

MATHEMATICS

Building on Year 1. Mental maths is practiced every day to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, pupils construct deep understanding and many, flexible ways of handling numbers. With this approach pupils develop autonomy and a more complete understanding of mathematics, i.e. a strong foundation for our technology-based society.

Concept

Number Sense
The pupils will:
1. use appropriate maths vocabulary, including number words
2. construct number meaning by using real-world experiences and physical materials
3. use concrete materials to understand odd and even numbers
4. name, count, recognise and compare whole numbers up to 100
5. understand our numeration system by relating, counting, grouping, and place value concepts
6. interpret the uses of numbers in the real world
7. create, use, discuss and solve problems about numbers
8. develop various approaches to work with numbers
9. use mental maths to compute and solve problems
10. know when to use addition and subtraction
11. judge the reasonableness of computation problems' results
12. work with manipulatives in a variety of models
13. use a variety of strategies and situations for estimating quantities, measurement and computation
14. model, explain and develop proficiency with basic facts; set up addition and subtraction equations, both horizontally and vertically
15. write and solve word problems, exploring addition and subtraction in a variety of contexts
16. write number sentences to match problems and write problems to match number sentences
17. explore discrete maths by sorting and classifying sets by attributes and using manipulatives to explore combinations
18. find the sums of three or more single-digit addends
19. relate the mathematical language and symbolism of operations to problem situations

20. explore the concept of division
21. explore and understand the relationship among operations
22. understand the language of numbers (more than, greater than, less than, before, between, after)

Algebraic Thinking: Patterns, Relations and Functions
The pupils will:
1. recognise, describe, extend and create a wide variety of patterns in mathematics and the real world
2. skip count by twos, fives, tens and hundreds
3. demonstrate an understanding of the missing addend
4. identify a missing piece of a pattern in a sequence, or in a mathematical sentence
5. use patterns and relationships to analyse
6. write an equation to represent and solve a problem
7. explore the use of variables and open sentences to express relationships
8. match written symbols to objects, numbers, quantity and words
9. use manipulatives to model balancing in number sentences
10. explore and demonstrate an understanding of the communicative property in addition
11. explore multiplication and recognise its relationship to repeated addition
12. represent and describe relationships with models, graphs and rules

Shape and Measurement
They pupils will:
1. identify properties and attributes of shapes
2. tell time to the quarter hour, half hour and hour intervals
3. compute with time
4. use and understand a calendar
5. demonstrate the attributes of time
6. identify coins and their equivalencies
7. make and use estimates of a measurement
8. apply, compare and compute with measurement
9. demonstrate attributes of length, weight, area and volume
10. use the concepts related to units of measurement
11. recognise shapes from different perspectives to explore symmetry and transformations
12. recognise, describe, model, draw and classify shapes
13. investigate and predict the results of combining, subdividing and changing shapes
14. develop spatial sense
15. use geometric ideas to develop numerical ideas

Data Analysis: Statistics and Probability
The pupils will:
1. use a variety of methods and materials to manipulate and organise data
2. compare and contrast quantities of objects on real and picture graphs
3. interpret and discuss Venn diagrams, using 2 or 3 sets
4. use a chart or table to help solve a problem
5. collect, tally, organise, record and describe data
6. formulate and solve problems that involve collecting and analysing data
7. explore the concepts of chance

UNITS OF INQUIRY
Transdisciplinary Theme: *Who We Are*
Title: My Body
Subject focus: Science and PSHE
Central idea: Different systems and senses work together to support life functions in human beings, who in their turn play a role in maintaining these systems.
An inquiry into:
1. the principal life systems in the human body and how they work
2. the five senses
3. our responsibility in maintaining a healthy body

Transdisciplinary Theme: *Where Are We in Time and Place*
Title: Celebrations
Subject focus: Social Studies, Geography
Central idea: Families recognise important personal and cultural events through celebrations and traditions. Sharing celebrations enhances our appreciation and understanding of other people and cultures.
An inquiry into:
1. the reason for celebrations
2. how people celebrate
3. similarities and differences among cultures

Transdisciplinary Theme: *How We Express Ourselves*
Title: Why a poem?
Subject focus: Language Arts
Central idea: Poetry is one medium, incorporating many different forms, through which human beings express their feelings and ideas.
An inquiry into:
1. what defines a poem and sets it apart from other written communications
2. poetry as a means of expression
3. poetry as a continuous art form

Transdisciplinary Theme: *How The World Works*
Title: The Unbroken Cycle
Subject focus: Science, Geography
Central idea: All living things have their own life cycles and at the same time are interdependent with other living things. Some organisms become extinct over time.
An inquiry into:
1. the major phases in the life cycles of animals
2. the similarities and differences of life cycles in different species
3. the symbiosis of life cycles in ecosystems

Transdisciplinary Theme: *How We Organise Ourselves*
Title: Let's Move It
Subject focus: Social Studies and Science
Central idea: People have created things to move themselves and objects from one place to another. Technology and other developments have modified means of transportation, for good or ill.
An inquiry into:
1. the many varied forms of transportation worldwide and their specific functions
2. how developing technology has affected transport over time

3. the advantages and disadvantages of modern transportation
Transdisciplinary Theme: *Sharing the Planet*
Title: The Purpose of Parks
Subject focus: Science and Social Studies
Central idea: As a response to urbanisation, human beings have felt the need to create and maintain parks throughout our history.
An inquiry into:
1. the reason for parks
2. the history of parks
3. features of parks
4. human responsibility
Case study: Grosvenor Park, Chester

MUSIC
Through exposure to diverse materials, pupils develop an awareness of how people from many cultures create and participate in music. Pupils will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music programme. Through exposure to performance, pupils gain self-confidence, memorisation skills and public speaking. Pupils will develop listening skills and will gain knowledge of historical composers and their music.
Listening
The pupils will:
1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognise musical patterns, dynamics, rhythmic patterns and melodic direction
5. experience marcato, staccato and legato, as well as other textures within the music
Performing
The pupils will:
1. perform numerous songs together as a group
2. understand the principles of rehearsing music for a production by beginning and ending together, memorising music, taking direction from the teacher, and working as a group
3. practice and understand the use of meter
4. practice and understand syncopation and uneven rhythms
5. sing with appropriate tone, posture and breathing
Movement
The pupils will:
1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element,
e.g. "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The pupils will:

1. explore folk music through singing and listening
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. dance to music throughout the world including the Polka, Irish dances, clogging, tap and step methods

ART

The Art Programme explores many forms and styles of art and uses many different media. Through the years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created. As their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The pupils will:

1. complete art projects that are closely connected to the Units of Inquiry
2. expand their art-making abilities and observation skills through tactile projects suitable for this stage of learning
3. learn to communicate feelings and emotions through colour
4. sculpt clay faces, mix colours with paints and collage materials to explore line and shape

PHYSICAL EDUCATION

The physical education programme is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, emphasis is placed on values, morals and attitudes. The pupils will also do exercises in the classroom as they take breaks during the day.

The pupils will:

1. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
2. develop the range and skills of their actions; e.g. balancing, taking off and landing, turning and rolling
3. choose and link skills and actions in short movement phrases
4. create and perform short, linked sequences that show a clear beginning, middle and end, and have contrasts in direction, level and speed
5. develop and refine basic techniques in running and jumping
6. travel with and receive a ball and other equipment in different ways
7. develop these skills for simple net, striking/fielding and invasion-type games
8. play simple, competitive net, striking/fielding and invasion-type games using simple tactics for attacking and defending
9. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
10. change the rhythm, speed, level and direction of the movement

ICT
Building on skills in Year 1 the pupils will develop:

Technological Awareness
The pupils will:
1. identify parts of the computer
2. use the mouse to point, click and drag
3. open and close folders, files and windows
4. scroll to see hidden parts of a window
5. choose from the menu bar at the top
6. print documents

Networking Skills
The pupils will:
1. log on/off
2. access and open programs on the network
3. save and retrieve projects using their folders

Internet Skills
The pupils will:
1. recognise the purpose of the Internet
2. locate a URL by typing in its address

Keyboard Skills
The pupils will:
1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys

Word-Processing Skills
The pupils will:
1. highlight text
2. format text by changing size, font and style

Drawing Skills
The pupils will:
1. create and manipulate images using pencils, colours, paint bucket, spray can, eraser and shape tools
2. cut, copy and paste images

Multimedia Skills
The pupils will:
1. combine text with images, sounds and animations

Programming Skills
The pupils will:
1. write simple commands and procedures to create animations and draw designs

HOMEWORK POLICY
Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils in the St Martin's. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. In year 2, pupils are given homework for 15 to 30 minutes a day. Mostly, it focuses on the child's emergent reading development. Teachers and parents communicate via reading diaries, e-mail and phone conferencing.

In Year 3

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. identify, spell and read long vowel digraphs in simple word forms
2. read and spell words containing different spellings of long vowel phonemes
3. spell patterns for the vowel phonemes '*oo*' (short as in good), "*ar*", "*you*", "*ow*", "*or*", "*air*", "*er*"
• to identify the phonemes in speech and in writing
• to blend the phonemes for reading
• to segment the phonemes for spelling
4. read and spell words containing the digraph "*wh*", "*ph*", "*ch*" (as in Christopher)
5. split familiar oral and written compound words into their component parts, e.g. *himself, handbag, pancake, teaspoon*
6. investigate and classify words with the same sounds but different spellings
7. discriminate, spell and read the phonemes "*ear*" (hear) and "*ea*" (head)
8. discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*; extend to written forms and note syllable boundary in speech and writing
Word Recognition, Graphic Knowledge and Spelling
The pupils will:
1. read on sight and spell words from the high frequency list
2. read on sight high frequency words likely to occur in graded texts matched to the ability of the student
3. use word endings, e.g. "s" (plural), "ed" (past tense), "ing" (present tense), to support their reading and spelling
4. spell words with common prefixes e.g. "un", "dis", to indicate the negative
5. spell words with common suffixes, e.g. "ful", "ly"
6. understand and use the terms "vowel " and "consonant"
7. spell common irregular words
8. investigate words that have the same spelling patterns but different sounds
Vocabulary Extension
The pupils will:
1. learn new words from reading linked to particular topics, to build individual collections of personal interest or significant words
2. use antonyms: collect, discuss differences or meaning and their spelling
3. use synonyms and other alternative words/phrases that express same or similar meanings; collect, discuss similarities and shades of meaning and use to extend and enhance writing
Sentence Level Work
Grammatical Awareness
The pupils will:
1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read
2. read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks)
3. re-read own writing to check for grammatical sense and accuracy; identify

errors and suggest alternative constructions

4. be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am , the children are;* using simple gender forms, e.g. *his/her* correctly

5. use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went,* and to use past tense consistently for narration

6. find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while*

Sentence Construction and Punctuation

The pupils will:

1. recognise and take account of commas and exclamation marks in reading aloud with appropriate expression

2. use commas to separate items in a list

3. identify speech marks in reading, understand their purpose, use the terms correctly

4. write in clear sentences using capital letters and periods accurately

5. re-read own writing for sense and punctuation

6. revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing

7. turn statements into questions, learning a range of "wh" words typically used to open questions: *what, where, when, who*; add question marks

8. use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships

9. investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, captions, headings, and sub-headings

Text Level Work: Fiction and Poetry

Reading Comprehension

The pupils will:

1. reinforce and apply their word level skills through shared and guided reading

2. use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read

3. be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in retelling

4. understand time and sequential relationships in stories, i.e. what happened when

5. identify and discuss reasons for events in stories, linked to a plot

6. discuss and compare story themes

7. predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher

8. discuss story settings, compare differences, locate key words and phrases in a text, and consider how different settings influence events and behaviour

9. identify and describe characters, expressing own views and using words and phrases from the text

10. prepare and retell stories individually and through role-play in a group; use dialogue and narrative from text

11. discuss familiar story themes and link own experiences, e.g. illness,

getting lost, going away

12. compare books by the same author: settings, characters, theme; evaluate and form preferences, giving reasons

13. read about authors from information on book covers, e.g. other books written, whether the author is alive or dead, publisher; become aware of authorship and publication; compare books by different authors on similar themes; evaluate, giving reasons

14. read, respond imaginatively, recommend and collect examples of humorous stories, extracts and poems

15. learn, re-read and recite favourite poems, taking account of punctuation

16. identify and discuss aspects of patterns of rhyme, rhythm, alliterative patterns, and other features of sound in different poems

17. comment on and recognise when the reading aloud of a poem makes sense and is effective

18. read own poems aloud

19. identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhymes, etc.) and referring to the language of the poems

20. discuss meanings of words and phrases that create humour and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and classify poems into simple types to build class anthologies

Writing Composition

The pupils will:

1. apply phonological, graphic knowledge and sight vocabulary to spell words accurately through shared and guided reading

2. use story structure to write about own experience in same/similar form

3. use language of time (see sentence level work) to structure a sequence of events, e.g. "when I had finished...", "suddenly...", "after that..."

4. use simple poetry structures and substitute own ideas, write new lines

5. use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text

6. compose own poetic sentences, using repetitive patterns and carefully selected sentences

7. write sustained stories using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story

8. use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting

9. write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text

10. use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; make class collections to illustrate with captions; write own poems from initial jottings and words

Non-Fiction

Reading Comprehension

The pupils will:

1. recognise that non-fiction books on similar themes can give different information and present similar information in different ways

2. read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use words like *first, next, after, when*

3. identify simple questions and use text to find answers; locate parts of text that give particular information including labelled diagrams and charts,

e.g. *parts of a car, what a pet eats, clothes that keep us warm*
4. read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something
5. note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language
6. understand the distinction between fact and fiction; use terms "fact", "fiction", and "non-fiction" appropriately; pose questions and record these in writing prior to reading non-fiction to find answers
7. use a contents page and index to find way about text
8. scan a text to find specific sections, e.g. key words or phrases, subheadings
9. skim-read title, contents page, illustrations, chapter headings and subheadings, to speculate what a book might be about
10. evaluate the usefulness of a text for its purpose
11. use dictionaries and glossaries to locate words by using initial letter
12. know that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries
13. use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; discuss how they are used
14. read flow charts and cyclical diagrams that explain a process
Writing Composition
The pupils will:
1. write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing; make group/class books, e.g. "Our Day at School", "Our Trip to..."
2. write simple instructions, e.g. getting to school, playing a game
3. use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering
4. use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions
5. use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read
6. use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. "What we know about...", "Our Pets"
7. write own questions prior to reading for information and record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on it
8. make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories or poems

MATHEMATICS
Concept
Number Sense
The pupils will:
1. use appropriate maths vocabulary
2. estimate to solve problems
3. know basic facts and computation algorithms
4. understand our numeration system by relating, counting and grouping
5. read, write and identify place value

6. count, compare and order whole numbers and fractions
7. use mental maths
8. use multiple strategies to solve problems
9. understand number theory concepts, such as odd and even numbers
10. write and solve a story problem involving operations
11. develop multiple approaches for working with numbers
12. recognise the patterns and relationship between decimal numbers and money
13. solve problems by selecting the appropriate operation
14. explore discrete maths concepts such as the commutative property
15. explore division and single-digit multiplication
16. identify and compare fractional parts
17. round to solve problems
18. explore discrete maths by determining and manipulating combinations and arrangements of objects
19. explore and model the basic concepts of fractions, including equivalent fractions and operations

Algebraic Thinking
The pupils will:
1. identify and extend geometric and number patterns
2. know fact families
3. write an equation or rule that represents a numerical or geometric relationship
4. understand relationship between operations
5. use concrete materials and charts to explore mathematical relationships and language

Shape and measurement
The pupils will:
1. determine elapsed time
2. compute with time
3. tell time to the nearest minute
4. use a calendar to solve problems
5. identify, visualise, construct, and draw geometric figures
6. know the value of coins and compute with money
7. explore and apply conversions
8. compute and compare measurements
9. sort by attributes
10. use drawings to develop spatial sense
11. explore the concept of linear and distance measurement
12. recognise and appreciate geometry in our world
13. explore area tiling
14. predict how changing the measure of the sides of a figure affects its dimensions
15. find, explain, and compare area and perimeter and multiplication and area
16. use customary and metric units to measure, order and compare capacity
17. select and use the appropriate measurement units to report measurement data
18. identify properties of 2- and 3-dimensional shapes
19. copy, extend and make patterns on the plane
20. recognise the relationship between 2-dimensional figures and

3-dimensional shapes

21. describe and draw lines of symmetry

22. use geometric ideas to develop numerical and measurement ideas

Data Analysis: Statistics and Probability

The pupils will:

1. read and use data to predict patterns of outcome

2. understand the relationship between data and outcome

3. conduct a survey

4. connect data to mathematical representations and operations

5. use maps to explore networks and to solve problems

6. decide whether a game is fair

7. make a plan to collect, record and interpret data

8. use a spinner to play fair games

9. gather, sort, display and interpret data in charts, tables, diagrams and graphs

10. use tally marks to collect, organise and describe data

11. explore probability with concrete materials to explore and describe games of chance

12. explore the possible outcomes of an experiment

13. make predictions based on experience with probability

UNITS OF INQUIRY

Transdisciplinary Theme: *Who We Are*

Title: Let's Stay Healthy

Subject focus: Science, Society

Central idea: Around the world people stay healthy through diet and exercise.

An inquiry into:

1. keeping a fit body

2. food groups and a balanced diet

3. food from around the world

Transdisciplinary Theme: *Where We Are In Time and Place*

Title: On the Move (Immigration and Migration)

Subject focus: Society, History, Geography

Central idea: Our present is shaped by the past. People move from one place to another for various reasons, taking with them their own culture while becoming participants in a new one.

An inquiry into:

1. economic, political and religious reasons that people have to move

2. comparison of migration waves in different parts of the world

3. assimilation versus separate cultural identity

Transdisciplinary Theme: *How We Express Ourselves*

Title: Folktales tell...

Subject focus: Language Arts, History

Central idea: Folk tales, both oral and written, universally express cultural inheritance and values.

An inquiry into:

1. storytelling

2. folktales from around the world

3. the ability of folktales to transmit cultural values and core beliefs

Case study: Medieval Times

Transdisciplinary Theme: *How The World Works*
Title: The Dynamic Planet
Subject focus: Science, Geography
Central idea: The world is not static, but it is constantly changing, at times dramatically, due to natural forces. Over time, humans have developed effective ways of understanding these phenomena.
An inquiry into:
1. how natural forces have shaped our planet (volcanoes, earthquakes, tsunamis, etc.)
2. the characteristics of these natural forces
3. the similarities and differences in the behaviour, cause, and effect of these forces
4. how modern science enables us to understand, monitor and predict these events

Transdisciplinary Theme: *How We Organise Ourselves*
Title: Great Inventions
Subject focus: Social Studies, History, Science
Central idea: From the beginning of time, people have been inventing new things in order to better equip themselves and to understand the world around them.
An inquiry into:
1. the different types of inventions and their purposes
2. the people behind the inventions, their lives and their motivation and incentives
3. the impact of certain inventions on individual and communal life

Trandisciplinary Theme: *Sharing The Planet*
Title: Out of the Elements
Subject focus: Science, Geography
Central idea: All animals have a universal need for a safe habitat providing them with food and shelter. Humans have a responsibility toward them.
An inquiry into:
1. how climate, location and materials of the habitat affect the structure of shelters and the availability of food
2. the impact of the human population on animals' environment
3. the impact of natural changes on the animal kingdom

SPANISH
The Spanish programme is structured around units, based on child-related themes and Units of Inquiry with learning activities geared to the student's interest. Spanish is taught in a meaningful context, using role-play, games, songs and rhymes, arts and crafts. The activities incorporate opportunities for movement, physical activities and concrete manipulation. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.
The student will:
1. learn the alphabet and the sound the letters make
2. learn to greet and introduce themselves. Ask and say their age and where they live
3. describe the school, things they use at school and colours
4. count up to thirty-one, say the date, and say when their birthday is

5. talk about their family; give a physical description of people
6. talk about their pets
7. describe their house and locate things

MUSIC

Through exposure to diverse materials, pupils develop an awareness of how people from many cultures create and participate in music. Pupils will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music programme. Through exposure to performance, pupils gain self-confidence, memorisation skills and public speaking. Pupils will develop listening skills and will gain knowledge of historical composers and their music.

Listening

The pupils will:
1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognise musical patterns, dynamics, rhythmic patterns and melodic direction
5. experience marcato, staccato and legato, as well as other textures within the music

Performing

The pupils will:
1. perform numerous songs together as a group
2. understand the principles of rehearsing music for a production by beginning and ending together, memorising music, taking direction from the teacher and working as a group
3. practice and understand the use of meter
4. practice solo and group singing, speech canon, rhythmic and melodic ostinato, and question/answer singing
5. sing with appropriate tone, posture and breathing

Movement

The pupils will:
1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element, e.g. "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The pupils will:
1. explore folk music through singing and listening
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. dance to music throughout the world including the Polka, Irish dances, clogging, tap and step methods

ART

The Art Programme explores many forms and styles of art and uses many

different media. Through the years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The pupils will:

1. complete art projects that are closely connected to the Units of Inquiry
2. expand their art-making abilities and observation skills through tactile projects suitable for this stage of learning
3. create and write stories to accompany their art
4. arrange shapes with mathematical systems
5. draw, using basic atmospheric perspective
6. interact in groups to encourage multiple perspectives and peer learning

PHYSICAL EDUCATION

The physical education programme is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, emphasis is placed upon values, morals and attitudes.

The pupils will also do exercises in the classroom as they take breaks during the day.

The pupils will:

1. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
2. develop the range and skills of their actions; e.g. balancing, taking off and landing, turning and rolling
3. choose and link skills and actions in short movement phrases
4. create and perform short, linked sequences that show a clear beginning, middle and end, and have contrasts in direction, level and speed
5. develop and refine basic techniques in running and jumping
6. travel with and receive a ball and other equipment in different ways
7. develop these skills for simple net, striking/fielding and invasion-type games
8. play simple, competitive net, striking/fielding and invasion-type games using simple tactics for attacking and defending
9. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
10. change the rhythm, speed, level and direction of the movement

ICT

St Martin's will capitalise on the natural enthusiasm of children for exploring new ideas, taking risks, solving problems and manipulating concrete materials. Therefore the information technology programme is a natural conduit for developing these capacities and for helping children to develop an understanding of the role that the computer will play as a lifelong learning tool. Pupils progressively develop skills and confidence as they use the computer for a wide range of educational activities.

Technological Awareness

The pupils will:

1. identify parts of the computer
2. use the mouse to point, click and drag
3. open and close folders, files, windows and applications
4. scroll to see hidden parts of a window
5. choose from the menu bar at the top
6. print documents

Networking Skills

The pupils will:

1. log on/off
2. access and open programs on the network
3. save and retrieve projects using their folders
4. choose a network printer

Internet Skills

The pupils will:

1. recognise the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar

Keyboard Skills

The pupils will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, beginning with home row

Word-Processing Skills

The pupils will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text

Drawing Skills

The pupils will:

1. create and manipulate images, using pencils, colours, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

Multimedia Skills

The pupils will:

1. combine text with images, sounds and animations

Programming Skills

The pupils will:

1. write simple commands and procedures to create animations and draw designs

HOMEWORK POLICY

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils in the St Martin's. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All pupils are

expected to complete the daily homework. In Year 3, pupils will be given approximately 30 minutes of homework each day.

In Year 4

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. spell words containing long vowel phonemes
2. identify phonemes in speech and writing
3. blend phonemes for reading
4. segment words into phonemes for spelling
5. read and spell high frequency words correctly
6. discriminate syllables in reading and spelling
Spelling Strategies
The pupils will:
1. identify misspelled words in own writing
2. use independent spelling strategies, including:
   * sounding out and spelling using phonemes
   * using visual skills, e.g. recognising common letter strings and checking
   * critical features (i.e. does it look right, shape, length, etc.?)
   * building from other words with similar patterns and meanings,
     e.g. *medical, medicine*
   * spelling by analogy with other known words, e.g. *light, fright*
   * using word banks, dictionaries, etc.
Spelling Conventions and Rules
The pupils will:
1. learn how the spellings of verbs alter when -*ing* is added
2. learn how words change when *er, est* and *y* are added
3. identify short words within longer words as an aid to spelling
4. investigate and identify basic rules for changing the spelling of nouns when *s* is added
5. investigate, spell and read words with silent letters, e.g. *knee, wrinkle*
6. investigate and learn to use the spelling pattern *le* as in *little*, *muddle*, *bottle, scramble*, *cradle*
7. recognise and generate compound words, e.g. playground, airport, shoelace, underneath, and use this knowledge to support their spelling
8. recognise and spell common prefixes and learn how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-, mis-, non-, co-, anti-*
9. use their word knowledge of prefixes to generate new words from root words, *happy/unhappy*, *appear/disappear*, *lead/mislead*, *sense/nonsense*, and to understand how they give clues to meaning, e.g. *extend*, *export*, *explode*; *mislead*, *mistake*, *misplace*
10. recognise and spell common suffixes and how these influence word meanings, e.g. -*ly*, -*ful*, -*less*
11. use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly*, *hope/hopeful/hopeless*
12. use the term "prefix", "suffix", "singular", and "plural" appropriately
13. use the apostrophe to spell shortened forms of words, e.g. *don't, can't, couldn't*
Vocabulary Extension
The pupils will:

1. collect new words from reading and work in other subjects and make use of them in reading and writing
2. infer the meaning of unknown words from context and generate a range of possible meanings
3. have a secure understanding of the purpose and organisation of the dictionary
4. use dictionaries to learn or check the spellings and definitions of words
5. write their own definitions of words, developing precision and accuracy in expression
6. use the term "definition"
7. know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end
8. understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling
9. organise words alphabetically, using the first two letters
10. understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms
11. generate synonyms for high frequency words, e.g. *big, little, like, good, nice,nasty*
12. collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled*, exploring the effects on meaning, e.g. through substituting these synonyms in sentences
13. use the term "synonym"
14. explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion)
15. learn common vocabulary for introducing and concluding dialogue, e.g. *said replied, asked;* collect examples from reading
16. explore opposites, e.g. *upper/lower*, *rude/polite*
17. collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing

Sentence Level Work
Grammatical Awareness
The pupils will:
1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; use these strategies in conjunction with knowledge of phonemes, word recognition, and context when reading
2. take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud
3. know the function of verbs in sentences through:
   - noticing that sentences cannot make sense without them
   - collecting and classifying examples of verbs from reading and own knowledge , e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked*
   - experimenting with changing simple verbs in sentences and discussing their impact on meaning
4. use verb tenses with increasing accuracy in speaking and writing,

e.g. *catch/caught, see/saw, go/went*; use past tense consistently for narration
5. use the term "verb" appropriately
6. know the function of adjectives within sentences through:
- identifying adjectives in shared reading
- discussing and defining what they have in common i.e. words which
- qualify nouns
- experimenting with deleting and substituting adjectives and noting effects on meaning
- collecting and classifying adjectives, e.g. for colours, sizes, moods
- experimenting with the impact of different adjectives through shared
- writing
- use the term "adjective" appropriately

7. extend knowledge and understanding of plurals through recognising the use of singular and plural forms in speech and through:
- shared reading
- transforming sentences from singular and plural and vice versa, noting which words have to change and which do not
- understanding the term "collective noun" and collecting examples
- experimenting with inventing other collective nouns
- noticing which nouns can be pluralised and which cannot, e.g. *pants, rain*
- recognising plurals as one test of a noun

8. use the terms "singular" and "plural" appropriately
9. identify pronouns and understand their functions in sentences through:
- noticing in speech and reading how they stand in place of nouns
- substituting pronouns for common and proper nouns in own writing
- distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *mine, yours, hers*
- Distinguishing the 1st, 2nd, 3rd person form of pronouns, e.g. *I, me, we you, she, her, them*; investigating the contexts and purposes for using pronouns in different persons; investigating how pronouns are used to mark gender: *he, she, they*; ensuring grammatical agreement of pronouns and verbs

Sentence Construction and Punctuation
The *pupils will:*
*1. secure knowl*edge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing
2. know the basic conventions of speech punctuation through:
- identifying speech marks in reading
- beginning to use in own writing
- use capital letters to mark the start of direct speech

3. use speech marks and other dialogue punctuation appropriately in writing and use the conventions which mark boundaries between spoken words and the rest of the sentence
4. use the term "speech marks"
5. notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text; explore purposes and collect examples
6. learn how sentences can be joined in more complex ways through using a

widening range of conjunctions in addition to "*and*" and "*then*", e.g. *if, so, while, through, since, when*

7. investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where*

8. note where commas occur in reading and discuss their functions in helping the reader

9. use the term "comma" appropriately in relation to reading

10. become aware of the use of commas in marking grammatical boundaries within sentences

11. learn other uses of capitalisation from reading, e.g. names, heading, special emphasis, new lines in poetry

12. experiment with deleting words in sentences to see which are essential to retain meaning and which are not

13. understand differences between verbs in the 1st, 2nd, and 3rd person, e.g. *I/we do, you/you do, he/she does, they do,* through:

- collecting and categorising examples and noting the differences between the singular and plural persons
- discussing the purposes for which each can be used
- relating to different types of text, e.g. 1st person for diaries; 2nd person for instructions, directions; 3rd person for narrative, recounts
- experimenting with transforming sentences and noting which words need to be changed

14. understand the need for grammatical agreement in speech and in writing, e.g. *I am, we are*

Text Level Work

Fiction and Poetry

Reading Comprehension

The pupils will:

1. compare a range of story settings, and select words and phrases that describe scenes

2. retell main points of story in sequence; compare different stories; evaluate stories and justify their preferences

3. refer to significant aspects of the text, e.g. opinion, build-up, atmosphere, and know language is used to create these, e.g. use of adjectives for description

4. distinguish between 1st and 3rd person accounts

5. consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction

6. discuss character's feelings, behaviour, e.g. fair or unreasonable, brave or foolish, relationships, referring to the text and making judgments

7. compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes

8. be aware of authors and discuss preferences and reasons for them

9. compare forms or types of humour, e.g. by exploring, collecting, and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams

10. learn how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphing is used to organise dialogue

11. be aware of the different voices in stories using dramatized readings, showing differences between the narrator and different characters used,

e.g. puppets to present stories

12. read, prepare and present play scripts

13. read aloud and recite poems, comparing different views of the same subject; discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. "stare" instead of "look"

14. select, prepare, read aloud and recite by heart poetry that plays with language or entertains; recognise rhyme, alliteration and other patterns of sound that create effects

15. compare and contrast works by the same author, i.e. different stories, sequels using same characters in new settings, stories sharing similar themes

16. be aware of authors and discuss preferences and reasons for them

17. choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds

18. rehearse and improve performance, taking note of punctuation and meaning

19. distinguish between rhyming and non-rhyming poetry and comment on the impact of lay-out

20. express their views about a story or poem, identifying specific words and phrases to support their viewpoint

21. investigate the styles and voices of traditional story language; list, compare and use in own writing

22. identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish

23. identify and discuss main and recurring characters, evaluate their behaviour and justify views

Writing Composition

The pupils will:

1. generate ideas relevant to a topic by brainstorming, word association, etc.

2. use reading as a model, write own passages of dialogue

3. develop the use of settings in own stories by
   - writing short descriptions of known places
   - writing a description in the style of a family story

4. investigate and collect sentences/phrases for story openings and endings; use some of these formal elements in retelling and story writing

5. write simple evaluations of books and discuss, giving reasons

6. plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning

7. describe and sequence key incidents in a variety of ways, i.e., by listening, charting, mapping, making simple storyboards

8. write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g., as posters, labelled diagrams, letters to friends about them

9. write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting

10. write alternative sequels to traditional stores using the same characters and settings, identify typical phrases and expressions from story and using these to help structure the writing

11. write new or extended verses for performance based on models of "performance" and oral poetry read, i.e., rhythms, repetition

12. collect suitable words and phrases, in order to write poems and show descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons

13. write simple play scripts based on own reading and oral work

14. begin to organise stories into paragraphs in presentation of dialogue in stories

15. plot a sequence of episodes modelled on a known story, as a plan for writing

16. write opening stories or chapters linked to or arising from reading; focus on language to create effects, i.e., building tension, suspense, creative moods, setting scenes

17. write a first person account, i.e. write a character's own account of incident in story previously read

Non fiction

Reading comprehension

The pupils will:

1. understand the distinction between fact and fiction; use terms "fact", "fiction" and "non-fiction" appropriately

2. notice differences in the style and structure of fiction and non-fiction writing

3. locate information, using contents, index, headings, sub-headings, page numbers and bibliographies

4. compare the way information is presented, i.e., by comparing a variety of information texts including IT-based sources

5. read information passages, and identify main points or gist of text, i.e., by noting or underlining key words or phrases, listing the 4 or 5 key points covered

6. identify the different purposes of instructional texts, i.e., recipes, route finders, timetables, instructions, plans, rules

7. discuss the merits and limitations of particular instructional texts, including IT and other media texts, and compare these with others, where appropriate to give an overall evaluation

8. know own written instructions are organised, i.e., lists, numbered points, diagrams with arrows, bullet points, keys

9. read and follow simple instructions

10. read examples of letters written for a range of purposes, i.e. to recount, explain, inquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc., and ways of addressing different audiences – formal/informal

11. "scan" indexes, directories and IT sources, etc., to locate information quickly and accurately

12. locate books by classification in class or school libraries

13. summarise orally in one sentence the content of a passage or text, and the main point it is making

Writing Composition

The pupils will:

1. make a simple record of information from texts read, i.e., by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

2. write simple non-chronological reports from known information, i.e. from own experience or from texts read, using notes made to organise and present

ideas; write for a known audience, i.e., other pupils in class, teacher, parent
3. write instructions, i.e. rules for playing games, recipes, using a range of organisational devices, i.e., lists, dashes, commas for lists in sentences recognising the importance of correct sequence; use "writing frames" as appropriate for support
4. make clear notes, through:
- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading
- exploring ways of writing ideas, messages, in shortened forms, i.e. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others
- making use of simple formats to capture key points, i.e., flow chart, "for" and "against" columns, matrices to complete in writing or on screen
- identifying intended audience, i.e. self or others

5. write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader
6. use IT to bring to a published form – discuss relevance of layout, font, etc., to audience
7. experiment with recounting the same event in a variety of ways, i.e., in the form of a story, a letter, a news report
8. organise letters into simple paragraphs
9. make alphabetically ordered texts – use information from other subjects and own experience, or derived from other information books, i.e., a book about building materials, sports
10. summarise in writing the content of a passage or text and the main point it is making

MATHEMATICS
Concept
Number Sense
The pupils will:
1. use appropriate maths vocabulary
2. compare and order whole numbers, fractions and decimals
3. recognise and compute equivalent fractions
4. apply fractions to problem situations
5. explore discrete maths by using simple strategies to determine combinations and arrangements
6. relate the mathematical language and symbolism of operations to problem situations
7. interpret multiple uses of numbers
8. construct number meaning by using physical materials
9. model multiplication
10. understand our number system by relating, counting, grouping, and place value concepts
11. use calculators in appropriate computation situations
12. understand and appropriately use the division algorithms
13. model, explain and develop reasonable proficiency with basic facts and

algorithms

14. understand the concept of fractions, including identifying fractional parts of a whole

15. compute with fractions

16. explore the relationship between decimals and fractions

17. develop operation sense for whole numbers and fractions

18. use mental maths strategies to solve problems

19. identify a variety of problem structures that can be represented by a single operation

20. use multiple estimation strategies to solve problems, including the use of a referent and a benchmark

21. use estimation to determine reasonableness of results

22. develop and apply number theory concepts including prime/composite numbers and odd/even numbers

23. explore discrete mathematics by using a Venn diagram

24. understand multiplication as repeated addition

25. know basic multiplication facts

26. understand the relationship between fractions and division

27. represent and describe mathematical relationships

28. use multiple strategies to solve a problem

29. write an equation to represent or solve a problem

Algebraic Thinking

The pupils will:

1. recognise, describe, and create number and geometric patterns

2. represent relationships with models, tables, graphs and rules

3. develop an understanding of multiplication through patterns

4. use concrete objects as symbols or variables that can be manipulated

5. identify multiple attributes as a way of exploring algebra

6. use manipulatives to model balancing in number sentences

7. explore concept of variable and constant

8. write a number sentence

9. use the language of relationships

10. identify a missing piece in a mathematical sentence

11. use patterns to solve computation problems

12. explore inequalities

13. evaluate a rule

14. understand the relationship among operations

15. explore the associative property

Shape and Measurement

The pupils will:

1. Apply the concept of rate

2. Select and use the appropriate system of measurement in real life problems

3. Compute with and compare money amounts

4. Solve problems involving money

5. read numbers expressed in terms of money

6. Apply estimation when working with measurement

7. Explore how changes in one measurement can cause change in another

8. Compare and compute with measurements

9. Identify properties of 2-dimensional and 3-dimensional shapes

10. Use a calendar to solve problems
11. Investigate and predict the results of combining, subdividing and changing shapes
12. use visualisation to solve problems
13. find the area and perimeter of shapes and explore the relationship between these concepts
14. use metric measurement
15. recognise, draw, construct and classify geometric shapes
16. recognise, identify and appreciate geometry in our world
17. use geometric ideas to develop numerical and measurement ideas
18. explore and understand similarity between shapes
19. explore shapes and figures from different perspectives
20. use and describe transformations
21. explore scale drawings
22. use a variety of methods of estimation in terms of working with measurement
23. select and use appropriate units and tools of measure
24. know the value of coins
25. understand the concept of elapsed time
26. use ratio and proportion to solve problems
27. understand the relationship between square units and linear units
28. develop spatial sense

Data Analysis: Statistics and Probability

The pupils will:
1. collect, organise and describe data
2. construct, read and interpret displays of data
3. formulate and solve problems that involve collecting and analysing data
4. interpret results and make predictions and decisions based on data analysis
5. find the average of a set of numbers
6. create graphs of data to show relationships
7. explore probability activities, using concrete materials
8. record data by using a tally sheet

4. UNITS OF INQUIRY

Transdisciplinary Theme: *Who We Are*
Title: Exploration
Subject focus: History, Geography
Central idea: Human beings explore for different reasons and as a result of their explorations have made contributions.
An inquiry into:
1. reasons people explore
2. the development and use of maps and other valuable tools
3. examples of contributions made to society

Transdisciplinary Theme: *Where We Are In Time and Place*
Title: Our Place in Space
Subject focus: Science, History
Central idea: Over time we have come to understand that the Earth is part of a vast and complex universe.
An inquiry into:
1. the composition of the universe

2. Earth's place in space and time

3. mythological and ancient beliefs

Transdisciplinary Theme: *How We Express Ourselves*

Title: Communication

Subject focus: Social Studies

Central idea: Humans create and develop symbol systems as forms of communication.

An inquiry into:

1. how some communication systems originated and developed

2. visual communication

3. communication systems that substitute for loss of a sense

Transdisciplinary Theme: *How the World Works*

Title: Energy

Subject focus: Science

Central idea: Energy exists in different forms and is collected, generated, stored and delivered in various ways.

An inquiry into:

1. the sources and uses of different kinds of energy

2. the collection and generation of different forms of energy

3. the storage and delivery of energy to the consumer

Transdisciplinary Theme: *How We Organise Ourselves*

Title: Money

Subject focus: Social Studies

Central idea: Economic systems of barter and exchange have developed over time for use within communities.

An inquiry into:

1. how money systems have developed through time

2. how bartering and exchange are related to trade and work

3. how we can be responsible in our spending habits

Transdisciplinary Theme: *Sharing The Planet*

Title: Health

Subject focus: Science and Social Studies

Central idea: Many children throughout the world are at risk because of ill health. There are ways to help.

An inquiry into:

1. the causes of illness in children throughout the world

2. measures taken in our society to protect children's health

3. initiatives to improve children's health around the world

MUSIC

Through exposure to diverse materials, pupils develop an awareness of how people from many cultures create and participate in music. Pupils will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement, and singing are an integral part of the music programme. Through exposure to performance, pupils gain self-confidence, memorisation skills, and public speaking. Pupils will develop listening skills and will gain knowledge of historical composers and their music.

Listening

The pupils will:

1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music.
3. explore the different sounds of the orchestral instruments
4. recognise musical patterns, dynamics, rhythmic patterns and melodic direction.

Performing

The pupils will:
1. perform numerous songs together as a group, focusing on canons, and three-part singing
2. understand the principles of rehearsing music for a production by beginning and ending together, memorising music, taking direction from the teacher and working as a group
3. understand voice production and how the human voice works
4. practice solo and group singing, speech canon, rhythmic and melodic ostinato and question/answer singing
5. sing with appropriate tone, posture and breathing

Movement

The pupils will:
1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element, e.g. "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The pupils will:
1. explore Classical and Romantic music of the 18th and 19th centuries through singing and listening to the music of Mozart, Beethoven, Chopin and Scriabin
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. understand early 20th century concert music from Europe and the United States
4. understand the basics of musical notation

ART

The Art Programme explores many forms and styles of art and uses many different media. Through the years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The pupils will:
1. complete art projects that are closely connected to the Units of Inquiry
2. use the basic elements as vocabulary for art making
3. study symbolism in art through colour and line
4. use art as a communication tool to relate to mass media, music and various

cultures
5. explore space painting

PHYSICAL EDUCATION
The physical education programme is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, emphasis is placed upon values, morals and attitudes. The pupils will also do exercises in the classroom as they take breaks during the day.
The pupils will:
1. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognised competitive team and individual games
4. learn common skills and principles, including attack and defence, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
7. begin to recognise and explain which exercise or drill uses a particular muscle, e.g. *push-ups/arm muscles*

ICT

Integrated throughout learning pupils will develop:

Technological Awareness
The pupils will:
1. identify parts of the computer
2. use the mouse to point, click and drag
3. open and close folders, files, windows and applications
4. scroll to see hidden parts of a window
5. choose from the menu bar at the top
6. print documents
Networking Skills
The pupils will:
1. log on/off
2. access and open programs on the network
3. save and retrieve projects using various folders
4. choose a network printer
Internet Skills
The pupils will:
1. recognise the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar
4. use search engines
5. send and reply to e-mail messages

Keyboard Skills

The pupils will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, most keys introduced

Word-Processing Skills

The pupils will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text

Drawing Skills

The pupils will:

1. create and manipulate images, using pencils, colours, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing
3. cut, copy and paste a drawing

Multimedia Skills

The pupils will:

1. combine text with images, sounds and animations
2. import and modify pictures

Programming Skills

The pupils will:

1. write simple commands and procedures to create animations and draw designs
2. create and program buttons and sliders to use in designing own interactive projects

Spreadsheet /Database Skills

The pupils will:

1. enter data in spreadsheets to create simple graphs

French

The pupils will study one hour of French per week in accordance with the MFL curriculum.

HOMEWORK POLICY

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils in the St Martin's. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All pupils are expected to complete the daily homework. In Year 4, pupils will be given approximately 30 to 45 minutes of homework each day.

In Year 5

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. read and spell words through:
- identifying phonemes in speech and writing
- blending phonemes for reading
- segmenting words into phonemes for spelling
- correct reading and spelling of high frequency words
- identifying syllabic patterns in multi-syllabic words
- using phonetic/spelling knowledge as a cue, together with graphic,
- grammatical and contextual knowledge, when reading unfamiliar texts
- recalling the high frequency words

Spelling Strategies
The pupils will:
1. identify misspelled words in own writing
2. use independent spelling strategies, including:
- sounding out and spelling using phonemes
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look the right shape, length, etc.)
- building from other words with similar patterns and meanings, *e.g. medical, medicine*
- spelling by analogy with other known words , e.g. *light, fright*
- using word banks, dictionaries
3. practice new spellings regularly by "look, say, cover, write, check" strategy

Spelling Conventions and Rules
The pupils will:
1. spell two-syllable words containing double consonants, e.g*. bubble, kettle, common*
2. distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they're/their/there; peace/piece
3. spell regular verb endings *s, ed, ing*, (link to grammar work on tenses)
4. spell irregular tense changes, e.g. *go/went, can/could*
5. recognise and spell the suffixes *–al, -ary, -ic, -ship, -hood, -ness, -ment, -ible, -able, -ive, -tion, -sion*
6. investigate what happens to word endings in "f" when suffixes are added
7. spell words with the common endings: *-ight*, etc.
8. recognise and spell the prefixes *al-,* etc.
9. explore the occurrence of certain letters, e.g. "*v*" and "*k*" and letter strings, e.g. "*wa*" (e.g. *swat, water*), "*wo*" (e.g. *worship, won*) and "*ss*" (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words
10. spell words within common letter strings but different pronunciations, e.g. *tough, through, trough, plough, hour, journey, could, route, four*
11. collect/classify words within common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone*; investigate origins and meanings
12. practice extending, and compounding words through adding parts, e.g. *ful,*

ly, if, tion, ic, ist; investigate links between meaning and spelling

13. distinguish the two forms: its (*possessive no apostrophe*) and it's (*contracted it is*) and use these accurately in own writing

Vocabulary Extension

The pupils will:

1. define familiar vocabulary and unit vocabulary in their own words, using alternative phrases or expressions

2. use 3rd and 4th place letters to locate and sequence words in alphabetical order

3. use a rhyming dictionary and dictionary of idioms, e.g. in poetry

4. use thesaurus for writing a variety of interesting words in compositions, poetry, reflections, etc.

5. know the way in which nouns and adjectives, e.g. fix, simple, solid, drama, dead, can be made into verbs by use of the suffixes *–ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns

6. use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then*

7. explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g*. prince/princess, fox/vixen, king/queen*

8. understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock*

9. define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

10. know a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash…able, hope…ful, shock…ing, child…like, hero…ic, note…worthy*

11. investigate compound words and recognise that they can aid spelling even when pronunciation obscures it, e.g. *handbag, cupboard*

12. understand how diminutives are formed i.e. suffixes: e.g. -*ette*; prefixes: e.g. *mini*; adjectives: eg *little*; nouns: eg *sapling*; and nicknames: e.g. *Jonesy*

Sentence Level Work

Grammatical Awareness

The pupils will:

1. re-read own writing, silently and out loud, to check for grammatical sense (coherence) and accuracy (agreement); identify errors and suggest alternative constructions

2. investigate verb tenses (past, present and future):

- compare sentences from narrative and information texts, e.g., narrative in past tense, explanations in present tense (e.g. *when the circuit is…);* forecasts/directions etc. in future; develop awareness of how tense relates to purpose and structure of text
- understand the term "tense" (i.e., that it refers to time) in relation to verbs and use it appropriately
- understand that one test of whether a word is a verb is whether or not its tense can be changed

3. identify the use of powerful verbs, e.g., "hobbled" instead of "went", e.g. through close procedure

4. identify adverbs and understand their functions in sentences through:

- identifying common adverbs with *ly* suffix and discussing their impact on the meaning of the sentences
- noticing where they occur in sentences and how they are used to qualify the meaning of the verbs, adjectives or other adverbs
- collecting and classifying examples of adverbs, e.g., for speed: *swiftly, rapidly*; for light: *brilliantly, dimly*
- investigating the effects of substituting adverbs in clauses or *sentences*, e.g. *They left the house…ly*
- using adverbs with greater discrimination in own writing

5. link work on *e*xpressive and figurative language in stories and poetry, through:
- constructing adjectival phrases
- examining comparative and superlative adjectives
- comparing adjectives on a scale of intensity (e.g., *hot, warm, tepid,*
- *lukewarm, chilly, cold*)
- relating them to the suffixes which indicate degrees of intensity (e.g,. *-ish, -er, -est*)
- relating them to adverbs which indicate degrees of intensity *(e.g. very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot

6. understand that some words can be changed in particular ways and others cannot, e.g., changing verb endings, adding comparative endings, plurals and that these are important clues for identifying word classes

Sentence Construction and Punctuation

The pupils will:

1. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and respond to them appropriately when reading

2. practice using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing

3. use the apostrophe accurately to mark possession through:
- identifying possessive apostrophes in reading and to whom or what they refer
- understanding that basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in "s", e.g. *the doctors' surgery;* and *for irregular* plural nouns, e.g. *men's room, children's playground*
distinguishing between uses of the apostrop*he for contraction* and *possession*
- beginning t*o* use the apostrophe appropriately in their own writing

4. understand the significance of word order, e.g., some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones

5. recognise how commas, connectives and periods are used to join and separate clauses; identify in their writing where each is more effective

6. understand how the grammar of a sentence alters when the sentence type is altered, for example when a statement is turned into a question, a question becomes and order, a positive statement is made negative, and noting for

example, the order of words, verb, tenses, additions and/or deletions of words
7. changes to punctuation
8. use of connectives, e.g., adverbs, adverbial phrases, conjunctions, structure an argument, e.g., "if…then", "on the other hand..", "finally", "so"
9. edit own work and peer edit, looking for run-ons, fragments and proper meaning

Text Level Work
Fiction and Poetry
Reading Comprehension
The pupils will:
1. investigate how settings and characters are built up from small details, particularly at the start of a story, and how the reader responds to them
2. identify the main characteristics of the key characters(e.g., protagonist and antagonist), drawing on the text to justify views, and using the information to predict actions
3. explore chronology in narrative using written or media texts, by plot mapping how much time passes in the course of the story; e.g., notice where there are jumps in time, or where some events are skimmed over quickly and others dealt with in detail
4. explore narrative order by identifying and mapping out the main stages of the story: introductions, build ups, climaxes, resolutions
5. prepare, read and perform play scripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?
6. chart the build-up of a play scene, e.g., how scenes start, how dialogue is expressed, and how scenes are concluded
7. compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences
8. learn more about popular authors, poets, etc., and use this information to move onto more books by favourite writers
9. understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and show how the writer has evoked it through detail
10. understand setting as time and place in a story
11. understand how settings influence events and incidents in stories and how they affect characters' behaviour
12. compare and contrast settings across a range of stories; to evaluate, form and justify preferences
13. identify social, moral, cultural issues in stories, e.g., the dilemmas faced by the characters or the moral of the story, and discuss recurring themes where appropriate
14. read stories from other cultures, by focusing on, e.g., differences in place, time, customs, relationships; identify and discuss recurring themes where appropriate
15. understand how paragraphs and chapters are used to collect, order and build up ideas
16. understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile, metaphor, personification
17. review a range of stories, identifying, e.g., authors, themes or treatments
18. recognise how certain types of texts are targeted at particular readers;

identify intended audience

19. write critically about an issue or dilemma raised in a story, explaining the problem, suggesting alternative courses of action and evaluating the writer's solution

20. identify clues which suggest poems are older or from another country, e.g., language use, vocabulary, archaic words

21. identify different patterns of rhyme and verse in poetry, e.g., choruses, rhyming couplets, alternate line rhymes; read these aloud effectively

22. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration, onomatopoeia

23. clap out and count the syllables in each line of regular poetry

24. describe how a poet does or does not use rhyme, e.g., every alternate line, rhyming couplets, no rhyme, other patterns of rhyme

25. recognise some simple forms of poetry and their uses, e.g., the regularity of skipping songs, the chorus in songs

26. read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work

27. describe and review own reading habits through monthly reading goals, and widen reading experience beyond classroom requirements and books for pleasure

28. understand and identify person (first, second, third) and from whose point of view the story is told

Writing Composition

The pupils will:

1. use different ways of planning stories, e.g., using brainstorming, note-taking, diagrams

2. plan a story identifying the stages of its telling

3. write character sketches, focusing on small details to evoke sympathy or dislike

4. write independently, linking own experience to situations in historical stories, e.g., How would I have responded? What would I do next?

5. write play scripts, e.g., using own stories or reading stories as basis

6. write poems based on personal or imagined experience, linked to poems read; list brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs

7. produce polished poetry through revision, e.g., deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language

8. use paragraphs in story writing to organise and sequence the narrative

9. develop settings in own writing, making use of work on adjectives and figurative language to describe settings effectively

10. write poetry based on the structure and/or style of poems read, e.g., taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes

11. collaborate with others to write stories in chapters, using plans with particular audiences in mind

12. write own examples of descriptive, expressive language based on those read

13. edit down a sentence or passage by deleting the less important elements, e.g., repetitions, asides, secondary considerations, and discuss the reason for

editorial choices

14. explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character

15. write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story

16. write own longer stories in chapters from story plans

17. write personal reflections on poetry, art, quotations and other cultures discussed in class

Non-Fiction

Reading Comprehension

The pupils will:

1. identify different types of text, i.e., their content, structure, vocabulary, style, layout and purpose

2. identify features of non-fiction texts in print and IT, e.g., headings, lists, bullet points, captions which support the reader in gaining information efficiently

3. select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information

4. understand and use the terms *fact* and *opinion;* begin to distinguish the two in reading and other media

5. identify the main features of newspapers, including lay-out, range of information, voice, level of formality, organisation of articles, advertisements and headlines

6. predict newspaper stories from the evidence of headlines, making notes and then checking against the original

7. identify features of instructional texts including:
   - noting the intended outcome at the beginning
   - listing materials or ingredients
   - clearly setting out sequential stages
   - language of commands, e.g., imperative verbs

8. investigate how reading strategies are adapted to suit the different properties of Information Technology texts, i.e., those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; have a spatial dimension

9. appraise a non-fiction book for its contents and usefulness by scanning, e.g., headings, contents, list

10. prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

11. scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

12. mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these

13. identify how and why paragraphs are used to organise and sequence information

14. identify from the examples the key features of explanatory texts:
   - purpose: to explain a process to answer a question
   - structure: introduction, followed by sequential explanation, organised
   - into paragraphs
   - language features: usually present tense; use of connectives of time and

- cause and effect; use of passive voice
- presentation: use of diagrams, other illustrations

15. read, compare and evaluate examples of arguments and discussions, e.g., environment, animal welfare

16. know how arguments are presented, e.g., ordering points to link them together so that one follows from another; know how statistics, graphs, etc., can be used to support arguments

17. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader

18. evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g., puns, jingles, alliteration, invented words

19. summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

Writing Composition

The pupils will:

1. write newspaper style reports, e.g., about school events or an incident from a story, including:

2. compose headlines

3. use IT to draft and lay out reports

4. edit stories to fit a particular space

5. organise writing into paragraphs

6. write clear instructions using conventions learned from reading

7. improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering

8. outline as a research tool categorising ideas

9. write a non-chronological report, including the use of organisational devices, e.g., numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

10. make short notes, e.g., by abbreviating ideas, selecting key words, listing or in diagrammatic form

11. fill out brief notes into connected prose

12. collect information from a variety of sources and present it in one simple format, e.g., wall chart, labelled diagram

13. improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering

14. write explanations of a process, using conventions identified through reading

15. assemble and sequence points in order to plan the presentation of a point of view, e.g., on hunting, school rules

16. use writing frames if necessary to back up points of view with illustrations and examples

17. present a point of view in writing, e.g., in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader

18. summarise in writing the key ideas from, e.g., paragraph or chapter

19. design an advertisement, such as a poster or radio jingle, on paper or screen, making use of linguistic and other features learned from reading examples

MATHEMATICS
Concept:
Number Sense
The pupils will:
1. use appropriate maths vocabulary
2. use computation and estimation to solve problems
3. select and use appropriate method for computing
4. explore discrete mathematics by using and explaining Venn diagrams
5. use mental maths to solve computation problems
6. represent numerical relationships in one- and two-dimensional graphs
7. develop, analyse and explain procedures for computing, estimating and solving proportions
8. explore discrete maths by continuing number patterns and sequences
9. know and understand place value, including in the context of money
10. identify and demonstrate understanding of number theory
11. develop algorithms to solve problems
12. compute with whole numbers, decimals and fractions, including numbers having multiple digits
13. estimate to check the reasonableness of results
14. use and describe different strategies to estimate quantities
15. use multiple strategies to solve problems
16. explain the need for numbers other than whole numbers
17. investigate and describe relationships among fractions and decimals and percents
18. represent numbers and their relationships on a number line
19. understand and explain how operations relate to one another
20. understand and model fractional parts
21. round fractions to the nearest whole number
22. compare and order whole numbers, fractions and decimals
23. use operations involving integers (including negative numbers)
24. explain and appreciate other number systems
Algebraic Thinking
The pupils will:
1. represent situations and number patterns with tables and graphs, and explore the interrelationships of these representations
2. analyse functional relationships to explain how a change in one quantity results in a change in another
3. use patterns and functions to represent and solve problems
4. use patterns and relationships to develop algebraic ideas and to make predictions
5. identify patterns in the environment
6. write an equation to represent a situation and solve problems
7. demonstrate an ability to solve linear equations, using concrete, informal, and formal methods
8. explore number patterns, using a calculator
9. record and describe the composition and decomposition of sets of objects

10. construct expressions or equations that model problems
11. formulate a rule and apply it to a number pattern
12. write equations to represent a situation and to solve problems
13. write number sentences, using fractions and whole numbers
14. use order of operations to solve problems mentally
15. describe, extend, analyse and create a wide variety of patterns
16. explore and describe a variety of ways of solving equations, including hands on-activities, trial and error, and numerical analysis
17. apply algebraic methods to solve problems
18. understand and apply the concepts of the variable, set, subset and equation

Shape and Measurement
The pupils will:
1. identify, draw, describe, compare and classify geometric figures
2. know values of money
3. know and apply measurement equivalencies
4. compute with measurements – English and metric systems
5. develop and apply formulas and procedures for determining measures to solve problems
6. describe the meaning and use length, perimeter, area, weight, mass, volume and capacity
7. solve problems using area, perimeter, volume and surface area
8. use proportional reasoning to solve and create measurement problems
9. select appropriate units and tools to measure the degree of accuracy required in a particular situation
10. calculate time intervals and use conversions to solve problems
11. predict, model and describe the results of combining, subdividing and changing shapes
12. represent and solve problems, using geometric models
13. apply geometric properties and relationships
14. use tiling patterns to explore area
15. use a coordinate grid to locate ordered pairs and interpret information
16. use metric units to describe length
17. use a compass, ruler and protractor to construct simple plane figures, including angles and circles
18. identify types of angles, and name them by using letters
19. explore and describe transformations of geometric figures
20. tessellate shapes across a plane
21. estimate angle measures

Data Analysis: Statistics and Probability
The pupils will:
1. devise a plan, collect, organise, and describe data systematically
2. construct, read, and interpret tables, charts and graphs
3. evaluate arguments that are based on data analysis
4. find and describe the average of given data
5. make predictions that are based on experimental or theoretical probabilities
6. calculate and combine probabilities to solve real-life problems
7. make predictions from generalisations, hypotheses, rules and conjectures based on data that are organised in tables, charts or diagrams
8. determine all possible combinations

9. use logical reasoning to solve problems
10. model situations by devising and carrying out experiments or simulations to determine probabilities
11. make inferences and convincing arguments that are based on data analysis

UNITS OF INQUIRY
Transdisciplinary Theme: *Who We Are*
Title: I Believe
Subject focus: Social Studies, PSPE, Arts
Central idea: The beliefs and values of cultures are conveyed through rituals, celebrations, and the arts, as well as the way people live.
An inquiry into:
1. major world religions
2. the role religion plays in people's lives and in the development of cultural identity and the arts
3. the role of rituals and ceremonies that some cultures use to mark special events
Transdisciplinary Theme: *Where We Are In Time and Place*
Title: Architecture: An Investigation of Human Spaces
Subject focus: History and Social Studies
Central idea: The history, the resources and the needs of a culture are reflected in its architecture.
An inquiry into:
1. the art and science of design and construction
2. evaluation of visual data as clues to history and culture
3. the structures of homes and cities as indicators of time and place
4. the influence of technology on architecture and design
Trandisciplinary Theme: *How We Express Ourselves*
Title: Publications: Formats Count
Subject focus: Reading, Writing and Graphics
Central idea: There are many ways of capturing the attention of and persuading a target audience through language and visual media.
An inquiry into:
1. types of publications and their uses
2. how design affects the message
3. story-telling and illustrating
4. effects of mass production of printed materials
5. creating with an audience in mind
Transdisciplinary Theme: *How The World Works*
Title: Simple Machines
Subject focus: Science
Central idea: Simple machines help make the world work.
An inquiry into:
1. Mechanical devices (inclined planes, pulleys, levers, wedges, wheel and axles)
2. How machines helps in our daily lives
3. What machines are used at home and in school

Trandisciplinary Theme: *How We Organise Ourselves*
Title: *Getting Organised: the Development of Government Systems*
Subject focus: Social Studies and History
Central idea: People develop rules and systems for governing themselves.
An inquiry into:
1. different governmental systems – compare and contrast
2. human rights and responsibilities; children's rights
3. the development of democracy
4. government as it applies to us today
Case study: American government from the beginning
Transdisciplinary Theme: *Sharing the Planet*
Title: *Water – Infinite Demands, Finite Resources*
Subject focus: Geography, Science, History, Social Studies
Central idea: Water is required for all living things to sustain life.
An inquiry into:
1. water uses for people, plants and animals
2. the water cycle
3. water ecosystems and biodiversity
4. preservation and conservation

MUSIC

Through exposure to diverse materials, pupils develop an awareness of how people from many cultures create and participate in music. Pupils will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music programme. Through exposure to performance, pupils gain self-confidence, memorisation skills, and public speaking. Pupils will develop listening skills and will gain knowledge of historical composers and their music.

Listening
The pupils will:
1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognise musical patterns, dynamics, rhythmic patterns and melodic direction

Performing
The pupils will:
1. perform numerous songs together as a group, focusing on canons and three-part singing
2. understand the principles of rehearsing music for a production by beginning and ending together, memorising music, taking direction from the teacher and working as a group
3. understand voice production and how the human voice works
4. practice solo and group singing, speech canon, rhythmic and melodic ostinato, and question/answer singing
5. sing with appropriate tone, posture, and breathing

Movement

The pupils will:

1. Create rhythmic patterns and perform with others
2. Perform movement that directly correlates to the music
3. Understand how storytelling and movement through music is an important element like "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The pupils will:

1. explore Classical and Romantic music of the 18th and 19th centuries through singing and listening to the music of Mozart, Beethoven, Chopin and Scriabin
2. focus on the importance of melodic and rhythmic patterns in musical compositions; basic notation
3. understand early 20th century concert music from Europe and the United States

ART

The Art Programme explores many forms and styles of art and uses many different media. Through the years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies. The pupils will:

1. combine an increased understanding of abstract concepts with observational skills that integrate the Units of Inquiry
2. learn to interpret their surroundings through direct and interpretive architectural studies
3. learn more sophisticated concepts, such as perspective
4. explore art elements and principles of design in advertising

PHYSICAL EDUCATION

The physical education programme is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy,flexible, fast and adaptive bodies, emphasis is placed upon values, morals and attitudes. The pupils will also do exercises in the classroom as they take breaks during the day.

The pupils will:

1. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognised competitive team and individual games
4. learn common skills and principles, including attack and defence, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g., travelling, being still, making a shape, jumping,

turning and gesturing

7. begin to recognise and explain which exercise or drill uses a particular muscle, e.g*. push-ups/arm muscles*

ICT

Pupils progressively develop skills and confidence as they use the computer for a wide range of educational activities.

Technological Awareness

The pupils will:

1. identify parts of the computer
2. understand the fundamentals of how the computer works
3. use the mouse to point, click and drag
4. open and close folders, files, windows and applications
5. scroll to see hidden parts of a window
6. choose from the menu bar at the top
7. choose a network printer

Networking skills

The pupils will:

1. log on/off
2. access and open programs on the network
3. save and retrieve projects using various folders
4. print documents to a network printer

Internet Skills

The pupils will:

1. recognise the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar
4. use search engines
5. send and reply to e-mail messages
6. develop web pages using authoring software

Keyboard Skills

The pupils will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, most keys introduced

Word-processing Skills

The pupils will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text
4. change margins, columns and lay-out

Drawing Skills

The pupils will:

1. create and manipulate images using pencils, colours, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

Multimedia Skills

The pupils will:

1. combine text boxes with graphics

2. import and modify pictures

Programming Skills

The pupils will:

1. write simple procedures to create animations and draw designs
2. write super procedures to create more complex programs
3. create procedures using variables
4. create and program buttons and sliders to use in designing own interactive projects

Spreadsheet/Database Skills

The pupils will:

1. enter data in spreadsheets to create graphs
2. sort and filter data
3. create reports
4. modify format and graphs

French

The pupils will study one hour of French per week in accordance with the MFL curriculum.

HOMEWORK POLICY

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils in St Martin's
The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All pupils are expected to complete the daily homework. In Year 5, pupils will be given approximately 30 to 45 minutes of homework each day.

In Year 6

LANGUAGE ARTS
Word Level Work
Phonological Awareness, Phonics and Spelling
The pupils will:
1. read and spell words through:
- correct reading and spelling of high frequency words
- identifying syllabic patterns in multi-syllabic words
- using phonetic/spelling knowledge as a cue, together with graphic,
- grammatical and contextual knowledge, when reading unfamiliar texts
- recalling the high frequency words
2. use independent spelling strategies, including:
- sounding out and spelling using phonemes
- using visual skills, e.g., recognising common letter strings and checking
- critical features (i.e. does it look the right shape, length, etc?)
- building from other words with similar patterns and meanings, e.g.
- *medical, medicine*
- spelling by analogy with other known words , e.g. *light, fright*
- using word banks, dictionaries
- spelling words within common letter strings but different pronunciations, e.g. *tough, through, trough, plough, hour, journey, could, route, four*
- collect/classify words within common roots, e.g., *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone;* investigate origins and meanings
- practice extending, and compounding words through adding parts, e.g.,
- *ful, ly, if, tion, ic, ist*; investigate links between meaning and spelling
- distinguish the two forms: its (*possessive no apostrophe*)and use these accurately in own writing
Vocabulary Extension
The pupils will:
1. define familiar vocabulary and unit vocabulary in their own words, using alternative phrases or expressions
2. manipulate context of vocabulary words by using them in different styles of writing
3. use 3rd and 4th place letters to locate and sequence words in alphabetical order
4. use a rhyming dictionary and dictionary of idioms, e.g., in poetry
5. use a thesaurus for writing a variety of interesting words in compositions, poetry, reflections, etc.
6. know the way in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes *–ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns
7. use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then*
8. explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g*. prince/princess, fox/vixen, king/queen*
9. understand that vocabulary changes over time, e.g., through collecting

words which have become little used and discussing why, e.g., *wireless, frock*

10. define familiar words but within varying constraints, e.g., in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

11. know a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash…able, hope…ful, shock…ing, child…like, hero…ic, note…worthy*

12. investigate compound words and recognise that they can aid spelling even when pronunciation obscures it, e.g. *handbag, cupboard*

13. understand how diminutives are formed i.e. suffixes: e.g., -*ette*; prefixes: e.g., *mini*; adjectives: e.g. *little*; nouns: e.g., *sapling*; and nicknames, e.g., *Jonesy*

Sentence Level Work

Grammatical Awareness

The pupils will:

1. re-read own writing, silently and out-loud, to check for grammatical sense (coherence) and accuracy (agreement); identify errors and suggest alternative constructions

2. listen to their own work as it is read aloud to them by another student

3. investigate verb tenses (past, present and future):
- compare sentences from narrative and information texts, e.g., narrative in past tense, explanations in present tense (e.g. *when the circuit is…);*
- forecasts/directions, etc., in future. Develop awarene*ss of how tense relates* to purpose and structure of text
- understand the term "*tense" (*i.e. that it refers to time) in relation to verbs and use it appropriat*e*ly
- *unde*rstand that one test of whether a word is a verb is whether or not its *tense* can be changed

4. identify the use of powerful verbs, e.g. "hobbled" instead of "went", e.g., through close procedure

5. identify adverbs and understand their functions in sentences through:
- identifying common adverbs with *ly* suffix and discussing their impact on the meaning of the sentences
- noticing where they occur in sentences and how they are used to qualify the meaning of the verbs, adjectives or other adverbs
- collecting and classifying examples of adverbs, e.g. for speed: *swiftly,*
- *rapidly*; light: *brilliantly, dimly*
- investigating the effects of substituting adverbs in clauses or sentences, e.g., *They left the house…ly*
- using adverbs with greater discrimination in own writing

6. link work *on ex*pressive and figurative language in stories and poetry:

7. constructing adjectival phrases

8. examining comparative and superlative adjectives

9. comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*)

10. relating them to the suffixes which indicate degrees of intensity (e.g*. –ish, -er, -est*)

11. relating them to adverbs which dictate degrees of intensity (e.g*. very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot

7. understand that some words can be changed in particular ways and others cannot, e.g., changing verb endings, adding comparative endings, plurals, and that these are important clues for identifying word classes
Sentence Construction and Punctuation
The pupils will:
1. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and respond to them appropriately when reading
2. practice using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing
3. use the apostrophe accurately to mark possession through:
  - identifying possessive apostrophes in reading and to whom or what they refer
  - understanding that basic rules for apostrophising singular nouns, e.g., *the man's hat*; for plural nouns ending in "s", e.g., *the doctors' surgery;* and *for* irregular plural nouns, e.g., *men's room, children's playground*
  - distinguishing between uses of the apostrophe for contraction and possession
  - beginning to use the apostrophe appropriately in their own writing
4. understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones
5. recognise how commas, connectives and periods are used to join and separate clauses; to identify in their writing where each is more effective
6. understand how the grammar of a sentence alters when the sentence type is altered, when, e.g., a statement is made into a question, a question becomes an order, a positive statement is made negative; noting, e.g.: the order of words, verb tenses, additions and/or deletions of words
7. changes to punctuation
8. use of connectives, e.g. adverbs, adverbial phrases, conjunctions, structure an argument, e.g. "if…then", "on the other hand..", "finally", "so"
9. edit own work and peer edit, looking for run-ons, fragments and proper meaning
Text Level Work
Reading Comprehension
The pupils will:
1. investigate how settings and characters are built up from small details, particularly at the start of a story, and how the reader responds to them
2. identify the main characteristics of the key characters (e.g., protagonist and antagonist), drawing on the text to justify views, and using the information to predict actions
3. explore chronology in narrative using written or media texts, by plot mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others dealt with in detail
4. prepare, read and perform play scripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?
5. chart the build-up of a play scene, e.g., how scenes start, how dialogue is expressed, and how scenes are concluded

6. compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences

7. understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail

8. understand setting as time and place in a story

9. understand how settings influence events and incidents in stories and how they affect characters' behaviour

10. compare and contrast settings across a range of stories; to evaluate, form and justify preferences

11. identify social, moral, cultural issues in stories, e.g., the dilemmas faced by the characters or the moral of the story, and discuss recurring themes where appropriate

12. read stories from other cultures, by focusing on, e.g., differences in place, time, custom, relationships; identify and discuss recurring themes where appropriate

13. understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile, metaphor, personification

14. recognise how certain types of texts are targeted at particular readers; identify intended audience

15. write critically about an issue or dilemma raised in a story, explaining the problem, suggesting alternative courses of action and evaluating the writer's solution

16. identify clues which suggest poems are older or from another country, e.g., language use, vocabulary, archaic words

17. identify different patterns of rhyme and verse in poetry, e.g., choruses, rhyming couplets, alternate line rhymes and read these aloud effectively

18. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration onomatopoeia

19. describe how a poet does or does not use rhyme, e.g., every alternate line, rhyming couplets, no rhyme, other patterns of rhyme

20. recognise some simple forms of poetry and their uses, e.g., the regularity of skipping songs, the chorus in songs

21. read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work

22. describe and review own reading habits through monthly reading goals, reading experience beyond classroom requirements and books for pleasure

23. understand and identify person (first, second, third) and from whose point of view the story is told

24. experiment with various ways to articulate their personal opinion/reaction to story/elements of story (writing, verbal explanation, visual interpretation, etc.)

25. help other pupils to make meaning from a text through student-monitored literature circles

Writing Composition

The pupils will:

1. use different ways of planning stories, e.g., using brainstorming, note-taking, diagrams

2. plan a story identifying the stages of its telling

3. write character sketches, focusing on small details to evoke sympathy or dislike

4. write independently, linking own experience to situations in historical stories, e.g., How would I have responded? What would I do next?

5. write play scripts, e.g., using own stories or read stories as basis

6. write poems based on personal or imagined experience, linked to poems read; list brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs

7. produce polished poetry through revision, e.g., deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language

8. use paragraphs in story writing to organise and sequence the narrative

9. develop settings in own writing, making use of work on adjectives and figurative language to describe settings effectively

10. write persuasive essays, using and manipulating language and factual information to support statements of their opinion

11. write expository essays, choosing specific words to best articulate meaning and instruction

12. write poetry based on the structure and/or style of poems read, e.g., taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes

13. write own examples of descriptive, expressive language based on those read

14. edit down a sentence or passage by deleting the less important elements, e.g., repetitions, asides, secondary considerations and discuss the reason for editorial choices

15. write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story

16. write personal reflections on poetry, art, quotations and other cultures discussed in class

17. write five-paragraph essays with thesis statements

18. practice writing well-constructed, meaningful in-class essays – organising ideas in sequence in their head, without a formal brainstorming/outlining procedure

19. write personal self-assessments about their growth, both academically and socially each trimester

20. practice note-taking skills, both "quick-form" – from the board or from conversation, and "long form" – for research purposes

Non-Fiction

Reading Comprehension

The pupils will:

1. identify different types of text, i.e. their content, structure, vocabulary, style, layout and purpose

2. identify features of non-fiction texts in print and IT, e.g., headings, lists, bullet points, captions which support the reader in gaining information efficiently

3. select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information

4. understand and use the terms *fact* and *opinion;* begin to distinguish the two

in reading and other media

5. identify the main features of newspapers, including layout, range of information, voice, level of formality, organisation of articles, advertisements and headlines

6. predict newspaper stories from the evidence of headlines, making notes and then checking against the original

7. identify features of instructional texts including:
- noting the intended outcome at the beginning
- listing materials or ingredients
- clearly set out sequential stages
- language of commands, e.g., imperative verbs

8. investigate how reading strategies are adapted to suit the different properties of Information Technology texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; have a spatial dimension

9. appraise a non-fiction book for its contents and usefulness by scanning, e.g., headings, contents list

10. prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

11. scan texts in print or screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

12. mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these

13. identify how and why paragraphs are used to organise and sequence information

14. identify from the examples the key features of explanatory texts:
- purpose: to explain a process to answer a question
- structure: introduction, followed by sequential explanation, organised
- into paragraphs
- language features: usually present tense; use of connectives of time and
- cause and effect; use of passive voice
- presentation: use of diagrams, other illustrations

15. read, compare and evaluate examples of arguments and discussions, e.g., environment, animal welfare

16. know how arguments are presented, e.g., ordering points to link them together so that one follows from another; know how statistics, graphs, etc., can be used to support arguments

17. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader

18. evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g., puns, jingles, alliteration, invented words

19. summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

MATHEMATICS
Concept:
Number Sense
The pupils will:
1. use appropriate maths vocabulary
2. use computation and estimation to solve problems
3. select and use appropriate method for computing
4. explore discrete mathematics by using and explaining Venn diagrams
5. use mental maths to solve computation problems
6. represent numerical relationships in one- and two-dimensional graphs
7. develop, analyse and explain procedures for computing, estimating and solving proportions
8. explore discrete maths by continuing number patterns and sequences
9. know and understand place value, including in the context of money
10. identify and demonstrate understanding of number theory
11. develop algorithms to solve problems
12. compute with whole numbers, decimals and fractions, including numbers having multiple digits
13. estimate to check the reasonableness of results
14. use and describe different strategies to estimate quantities
15. investigate and describe relationships among fractions and decimals and percents
16. represent numbers and their relationships on a number line
17. understand and explain how operations relate to one another
18. understand and model fractional parts
19. round fractions to the nearest whole number
20. compare and order whole numbers, fractions and decimals
21. use operations involving integers (including negative numbers)
22. explain and appreciate other number systems
Algebraic Thinking
The pupils will:
1. represent situations and number patterns with tables and graphs, and explore the interrelationships of these representations
2. write and develop multi-step word problems
3. develop algebraic expressions to represent mathematical relationships in word problems
4. demonstrate an ability to solve linear equations, using concrete, informal and formal methods
5. explore number patterns, using a calculator
6. construct expressions or equations that model problems
7. write equations to represent a situation and to solve problems
8. write number sentences, using fractions and whole numbers
9. use order of operations to solve problems mentally
10. describe, extend, analyse and create a wide variety of patterns
11. explore and describe a variety of ways of solving equations, including hands on activities, trail and error and numerical analysis
12. apply algebraic methods to solve problems
13. understand and apply the concepts of the variable, set, subset and equation

Shape and Measurement

The pupils will:

1. identify, draw, describe, compare and classify geometric figures
2. know values of money
3. compute with measurements – English and metric systems
4. describe the meaning and use length, perimeter, area, weight, mass, volume and capacity
5. solve problems using area, perimeter, volume and surface area
6. calculate perimeter, area and volume of geometric shapes
7. use proportional reasoning to solve and create measurement problems
8. represent and solve problems, using geometric models
9. compare characteristics of related geometric shapes
10. use mathematical relationships to determine degrees in angles of a triangle
11. explore the relationship of degrees to radians in a circle
12. use pi as a numerical value in relation to work with circles
13. use a co-ordinate grid to locate ordered pairs and interpret information
14. use metric units to describe length
15. convert values using the metric system
16. use a compass, ruler, and protractor to construct simple plane figures, including angles and circles
17. identify types of angles, and name them by using letters
18. draw and label congruent segments, angles, figures
19. explore and describe transformations of geometric figures
20. measure angles using a protractor

Data Analysis: Statistics and Probability

The pupils will:

1. devise a plan, collect, organise, and describe data systematically
2. construct, read, and interpret tables, charts and graphs
3. evaluate arguments that are based on data analysis
4. find and describe the average of given data
5. make predictions that are based on experimental or theoretical probabilities
6. calculate and combine probabilities to solve real-life problems
7. make predictions from generalisations, hypotheses, rules and conjectures based on data that are organised in tables, charts, or diagrams
8. use logical reasoning to solve problems
9. solve elimination-grid logic problems
10. model situations by devising and carrying out experiments or simulations to determine probabilities
11. make inferences and convincing arguments that are based on data analysis

UNITS OF INQUIRY
Transdisciplinary Theme: *Who We Are*
Title: Changes and Choices
Subject focus: PSPE, Social Studies, Science
Central idea: Social, emotional and physical changes occur when people enter adolescence.
Inquiry into:
1. the reproductive system and puberty

2. the rites of passage in various cultures and societies

3. peer pressure and making responsible choices

Transdisciplinary Theme: *Where We Are in Time and Place*

Title: Dig in!

Subject focus: Social Studies, Science

Central idea: Archaeologists can gather information and propose theories about the beliefs, abilities and location of a civilization through the examination of its artefacts.

Inquiry into:

1. methods of archaeological exploration

2. analysis of artefacts as clues to the elements of a civilization

3. elements and factors that define a culture of civilization

4. objects, symbols and icons as indicators of culture

Case study: Ancient Egypt

Transdisciplinary Theme: *How We Express Ourselves*

Title: Building Suspense

Subject focus: Language Arts, Drama

Central idea: Mysteries are solved by gathering facts, analysing clues, and using all available evidence to develop a logical conclusion.

Inquiry into:

1. logical problem-solving, sequential reasoning and analysis

2. forensic science – fingerprint analysis and blood-typing

3. dialogue writing

4. persuasive writing

5. character development and performance

Transdisciplinary Theme: *How the World Works*

Title: Just a Thought?

Subject focus: Science, PSPE, Language Arts

Central idea: The human brain's ability to receive, store and transmit information is affected by many factors.

Inquiry into:

1. neurological physiology

2. factors that affect brain function

3. different learning styles and multiple intelligences

4. measures and assessment of acquired knowledge

Transdisciplinary Theme: *How We Organise Ourselves*

Title: Follow the Leader

Subject Focus: Social Studies, PSPE

Central idea: The nature of all organised groups of people is to cultivate conditions for leaders to emerge.

Inquiry into:

1. characteristics of leaders

2. different styles of leadership

3. social conditions which require or promote leadership

4. effects of absence of leadership

5. conditions of the rise to power of famous leaders

Transdisciplinary Theme: *Sharing the Planet*

Title: Human Impact on the Environment

Subject focus: Science

Central idea: Our actions affect the survival of our planet and its organisms.

Inquiry into:
1. Use of sustainable resources
2. Threats to animal survival
3. How human activity affects the availability of water

MUSIC

The focus is on music history and appreciation, with a study of the Baroque era and its accompanying sociological, political, religious, artistic, and historical aspects. Theory study is continued on a more sophisticated level, including fluency with musical vocabulary. Pupils give oral presentations on music they have heard as well as writting concert reports. All will sing weekly in chorus, with repertoire representing Baroque music, world music, classic theatre and contemporary music. In all classes, pupils will have the opportunity to perform for their peers in class, offering important reinforcement to the child who performs while fostering an interest in performance for the other children.

ART

The Art Programme explores many forms and styles of art and uses many different media. Through the years in St Martin's, the pupils acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skilful, their ability to discuss, critique and compare becomes more sophisticated. The pupils are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies. The pupils will:
1. combine an increased understanding of abstract concepts with observational skills that integrate the Units of Inquiry
2. learn to interpret their surroundings through direct and interpretive architectural studies
3. learn more sophisticated concepts, such as perspective
4. explore art elements and principles of design in advertising

PHYSICAL EDUCATION

The physical education programme is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, emphasis is placed upon values, morals and attitudes. The pupils will also do exercises in the classroom as they take breaks during the day.
The pupils will:
1. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognised competitive team and individual games
4. learn common skills and principles, including attack and defence, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and

performing basic skills; e.g., travelling, being still, making a shape, jumping, turning and gesturing

7. begin to recognise and explain which exercise or drill uses a particular muscle, e.g*., push-ups/arm muscles*

ICT

ICT is of even more importance as pupils prepare to move to high school. As a result of this pupils will study:

Technological Awareness
The pupils will:
1. identify parts of the computer
2. understand the fundamentals of how the computer works
3. use the mouse to point, click and drag
4. open and close folders, files, windows and applications
5. scroll to see hidden parts of a window
6. choose from the menu bar at the top
7. choose a network printer

Networking skills
The pupils will:
1. log on/off
2. access and open programs on the network
3. save and retrieve projects using various folders
4. print documents to a network printer

Internet Skills
The pupils will:
1. recognise the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar
4. use search engines

Keyboard Skills
The pupils will:
1. use formal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, most keys introduced

Word-processing Skills
The pupils will:
1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text
4. change margins, columns and lay-out

Drawing Skills
The pupils will:
1. create and manipulate images using pencils, colours, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

Multimedia Skills
The pupils will:
1. combine text boxes with graphics
2. import and modify pictures

French

The pupils will study one hour of French per week in accordance with the MFL curriculum.

HOMEWORK POLICY
Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all pupils in the St Martin's. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All pupils are expected to complete the daily homework. In Year 6, pupils will be given approximately 30 to 45 minutes of homework each day.

Please note ICT is an ever changing aspect of our learning and although our curriculum model is for seven years it is unlikely our provision will look like this for the pupils entering school in September 2013.

Our school and its curriculum will always evolve and make the most of the abundance of learning opportunities that exists as time develops.

Curricular Enrichment

Our curriculum will also be enriched with a range of peripatetic musicians, trips and visits. This will be modelled on provision in both our current schools and appropriate to setting. We expect our children to take part in at least one trip and have one visitor per term throughout their school life. The teachers would plan this in conjunction with our curriculum model.

Following is an example of outstanding practice and shows how enrichment is 'real' and works in all settings. St Martin's Academy would be outstanding in its core offer for children

SEE TIMPSON FOUNDATION REPORT, APPENDIX

Organisation of Pupils

Pupils will be organised in single, mixed ability and mixed gender year groups, according to age, with a maximum of 25 in each class. The school will grow to cater for children from Reception to Year 6, with no planned changes to year group sizes or structure as the school grows.

Pupils learn best in small numbers. As experienced practitioners and inspectors we firmly believe that the optimum number of pupils per class, measured against income needs, is twenty five. This number meets the emotional needs of children, enables high quality practitioners the ability to influence learning appropriately and makes sure that the children can, and do, achieve to the best of their ability.

As our school will be open 51 weeks of the year we feel it is vital to know our learners really well and make sure that in addition to their academic needs their emotional well being is paramount. An optimum number of 25 enables us to work with parents and carers effectively, making sure that each child's education is complete.

This principle of 25 per class would underlie policy formula and would be an absolute figure. Our budget figures show that this is achievable. Also we feel that this is our unique selling feature to parents within the state sector and is also exactly the same number that both The Queen's School and The King's School – two private providers located in Chester – have in their classes. Our underlying aim in this school is to bridge the gap between state and private education. To be successful we have to compete with class size and high quality learning.

As a standards-driven organisation it is vital we ensure that all children have the absolute right to achieve of their best and ensuring 25 in a class would support us to do this.

School Organisation

North West Academies will ensure that the best people are appointed to work

within St Martin's Academy. Our academic organisation will ensure one qualified teacher per class, with specialist teaching of core and non-core subjects as we grow. It is vital that from Year 1 we employ the best primary generalists in order that teaching and learning and our curriculum are of the highest standard from the outset.

Our school day will run from 9am to 4pm, with extended wrap around childcare between the hours of 8am and 6pm to ensure we cater for the needs of all parents. Holiday care will also be provided through a separate service organised and managed by North West Academies.

The Academic School Day and Timetable

The academic timetable will be based on the outline in this application. However, this will be developed further once our Principal Designate is appointed.

We will have a one hour lunch, with structured and free play. School meals will be served onsite and we will encourage all children to have healthy school lunches. This will be one way of ensuring that all children within our care receive the quality of diet required for optimum learning.

The school day will finish at 4pm and between 4pm and 6pm we will offer after-school care through our own appointed staff. We will also provide pre-school care and holiday care to satisfy our 51 week opening regime. Holiday care will be put out to tender as part of the set up of St Martin's Academy and all providers will be put through rigorous safeguarding and viability checks.

This is a sample timetable and shows how we would typically structure a week in school. Our aim is that all children follow this timetable for learning and that work is differentiated at age appropriate levels. The IBPYP enable us to structure our curriculum around the needs of individuals and make sure that provision is tailored to individual progress and that children learn effectively through this structure.

Provisional Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10.00	Morning catch-up time Whole school assembly	Maths through Unit of Inquiry	Language through Unit of Inquiry	Language through Unit of Inquiry	Language through Unit of Inquiry
10:00-10:30	Phonics	Phonics	Phonics	Phonics	Phonics
10:30-11:00	Break	Break	Break	Break	Break
11:00 – 12:00	Unit of Inquiry	Maths through Unit of enquiry	Music	Unit of enquiry	Maths through Unit of Inquiry
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Maths through Unit of Inquiry	French	Reading	Language through Unit of Inquiry	PE
2.00 – 3.30	Science through Unit of Inquiry	Unit of Inquiry	PE	Unit of enquiry	Reading Reflection – what have I learnt this week?
3.30 – 4.00	'Beyond curriculum'	'Beyond curriculum'	'Beyond curriculum'	'Beyond curriculum'	Achievement Assembly

The school year will be 195 days with an additional 5 in service training days. A standard state school three-term model, September to August, will be applied and we will endeavour to work with other local schools to maintain consistency within the area.

School year

We will be open 51 weeks of the year on a 39-week timetable for learning with extended holiday care for 51 weeks of the year 8am–6pm. We will follow Cheshire West and Chester proposed school calendar for 2013 to ease transition. However we will reserve our right to change the school year's timings should there be a need.

Term and Holiday Schedule for the Academic Year 2012/2013

These dates are mandatory for Community and Controlled schools. They are also recommended for adoption by Voluntary Aided and Foundation schools, and Academies. **Dates**		**Number of Days**
Term 1 Teachers	Monday 3 September 2012 (INSET day)	1
Term 1 Pupils	Tuesday 4 September 2012 – Friday 19 October 2012	34
Half Term – 22 October 2012–26 October 2012		
Term 2	Monday 29 October 2012 – Friday 21 December 2012	40
Christmas Holidays 22 December 2012–4 January 2013		
Term 3	Monday 7 January 2013 – Friday 15 February 2013	30
Half Term 18 February 2013–22 February 2013		
Term 4	Monday 25 February 2013 – Thursday 28 March 2013	24
Easter Holidays 29 March 2013–12 April 2013		
Bank Holiday 6 May 2013		
Term 5	Monday 15 April 2013 – Friday 24 May 2013	29 (Bank Holiday 6 May)
***Half Term 27 May 2013–31 May 2013**		
Term 6	Monday 3 June 2013 – Tuesday 23 July 2013	37
Summer Holiday 24 July 2013–30 August 2013		

Educational Materials

Within our budget in year 1 we have also included £2,500 for educational materials. From experience this is sufficient and will be delegated to the

teacher in charge of the class to effectively resource the setting. This does not include furniture and is money that the teacher can use to make sure the children can access the curriculum effectively. The majority will be spent on books, pens, pencils and art resources, but each teacher will have autonomy with budget to use their professional judgement on what they feel is best for their children and value for money.

Extended Services

We have also included £1,000 for additional curriculum resourcing and offering extended visits. This money would also be used by the teachers to offer extended opportunities for the children to have a range of trips, visits and visitors throughout the year. If any of these visits were offsite we would ask parents or carers for voluntary contributions towards transport costs as is standard practice nationwide.

Professional Services

We have put £20,000 into professional services and this will be used to further support the curriculum where appropriate and also provide services that we will have to buy back in. For example Section 251 states the following in relation to financing SEN provision.

1.2.2 SEN support services Include the costs of non-delegated centrally retained specialist SEN support services for statemented and non-statemented pupils, whether supported directly by the LA or commissioned by them. This will include services for visual, hearing and physical impairment, specific learning difficulties, speech, language and communication, profound and severe learning difficulties, and autism.

- *Do not include the costs of generalist learning support teachers (see line 1.2.3)*

- *Do not include the costs of educational psychologists (see line 2.0.1) or behaviour support services (see line 1.3.2).*

- *Include the costs of EY SENCOs who are centrally managed across a number of EY providers*

- *Include only planned sixth form expenditure.*

Include the costs of these services for 0–5 year olds.

Some of the professional services we need are in relation to welfare and we may need additional educational psychologist provision as and when required**.**

In addition to this we have to use an accountant and will also have to prepare audited accounts for the EFA. A proportion of our £20,000 will be used for this. We will need ICT maintenance as and when required and although free in year 1 we felt it was best to budget for this from the start. £2,000 a year

buys onsite technician support for ½ a day per fortnight with a range of providers.

We will also need external quality assurance through consultancy time to ensure that our provision is as good as it could be and a proportion of the money will be used for this.

Training of staff is vital and the budget for this will change year on year as we expand.

In my current setting we also have to buy in broadband, occasional business use insurance, travel cover and several other items. Based on knowledge of a similar setting in Cheshire and year 1 costs of running a successful Academy, £20,000 is more than sufficient for these items.

We would be happy to provide a more detailed financial plan for this year should it be required at interview.

Marketing

Our marketing budget is top heavy in year 1 and we would look at a range of different approaches to this. Facebook has been highly effective in evidencing demand for our school and we would use this as a medium to promote the school in the first year of opening. Web development and website management would also be included within our first year £2,500 provision in this area. In addition regular newspaper and magazine adverts would be placed in appropriate circulars.

ICT

Where our school would differ from all others in Chester is that we are starting with a blank canvas for ICT. Through our current experience as Academy Principals, we feel that the greater flexibility we have to be able to use lease hire agreements has revolutionised the way we operate ICT provision within our current settings. We are Mac users and feel the greater intuitivity of the Apple Mac is better in an educational environment. Through experience we have found the outcomes for the children also improve learning opportunities.

We have a budget of £5,000 per year which is sufficient to create ICT provision for one class. Stone ICT, Staffs would be our preferred provider, subject to effective tendering for the business. £5,000 per year is sufficient to lease 25 iPads and 6 iMacs per year. In year 1 we have also included £11,200 for the implementation and training of IBPYP. This would be split as follows: £5,000 for the curriculum, £2,000 for staff training and in year 1 only the remaining £4,200 would be used to install our wiFi network, Mac server and firewall. Working with Stone we also would receive free technical support for year 1.

The lease is always three years, any longer and it becomes a finance lease, but as our budget increases by £5,000 per year we are able to implement

effective solutions for the installation and upkeep of our ICT network. Depreciation is also a non-issue as the lease enables us to replenish stock at three-yearly intervals.

As outstanding leaders we know the importance of making sure that ICT is integral in our approach to schools and enthuses children's learning.

The IBPYP is aimed at all learners regardless of ability. Through careful strategic planning, setting where appropriate and working with our teachers we will ensure that we identify particular pupils' abilities and needs early on. It is impossible to predict if all our children will be average, above average, below average or gifted at this stage, but our Headteacher and SENCO would identify particular children's needs through the core analysis of data and results. If as predicted we have an even distribution curve, we will tailor our curriculum individually. IBPYP is perfect for this, allowing all children to access high quality learning at their level and learn through enquiry.

Our school will treat all pupils as individuals and make sure that their needs are fully met in relation to curriculum outcomes.

Effective teaching of able pupils will take place in mixed ability contexts; setting is not a prerequisite. Indeed, raising the aspirations of gifted/talented pupils in a mixed ability class has been found to raise the aspirations and achievement of others as well.

Pupils of all abilities will benefit from working at different times in groups which might be formed on the basis of similar ability, mixed ability, friendship, interest, or gender.

A decision on whether to put pupils into sets will depend on the nature of the subject and the pupil cohort. Setting will take place in some lessons based on pupil abilities and teaching will be adapted according to sets. This will by subject appropriate for some of each week's lessons, or for a time-limited period, according to the demands of the topic.

Pupils of high ability may have particular social and emotional needs, which may need support:

- Difficulties with peers
- Expectations of teachers and parents: must be aware that emotional maturity is not always in line with intellectual ability and not to expect too much all the time
- Decision making and perfectionism – aid children to make appropriate choices and develop a sense of proportion
- Intellectual arrogance – help children to see the advantages of an open mind and broader perspective and develop their skills for effective teamwork
- Feelings of isolation and anxiety – help them to develop perspective and positive view of self.

At St Martin's, mentoring will be a way of providing stimulating and worthwhile experiences for children of high ability and be used by our teachers and teaching assistants. It will take the forms:

- Academic Mentoring – learning related issues
- Holistic Mentoring – academic and/or social issues
- Occupational Mentoring – work place related experience and information

Effective setting and mentoring will make sure that there are no gaps within our learning and all pupils are challenged accordingly.

Pupils with an additional language needs will be taught effectively through differentiation and additional support as and when appropriate to support their learning.

Where this arises in our school we will use setting and differentiation as primary measures within our teaching. CAT testing in the child's appropriate language will be used to establish a level of intelligence, and IEP will then be introduced. From this, effective partnership will be used with outside agencies to ensure that the needs of the child are met fully. We already have links with Cheshire West and Chester's language schools. One satellite centre for language support exists at Overleigh St Mary's School which is less than a mile's walk from our site. We would ensure that effective relationships are built to meet the needs of the child and learning is at the best it can be.

Special Educational and Additional Needs

By following the IBPYP our core aim is to create a fully inclusive school that enables all children, regardless of ability, to learn in an outstanding environment. Our aim is not to label groups but create a school that nurtures the individual. Our policy for children with additional needs will reflect the following. We will:

- Enable children to be the best they can possibly be, regardless of abilities or background
- Provide fully inclusive education that meets children's needs
- Develop an innovative, well-resourced curriculum which will be ICT rich and dynamic, ensuring children have a thirst for knowledge
- Use skills-led learning, based on core enquiry
- Create an outstanding school that meets the needs of both children and parents
- Ensure early intervention in relation to needs takes place as appropriate.

We will utilise experienced and qualified staff as required. We will employ a SENCO with QTS and if relevant will make sure that this person either studies for or possesses the appropriate national qualification in relation to SEND provision. This is currently statutory for new SENCO only. See staffing organisation.

Our SEND Policy and approach is as follows.

Our Guiding Principle – SEND

Our school is here to provide a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full potential in all they do.

All our children will have equal access to a broad, balanced curriculum at the appropriate level. Pupils will be fully included in all areas of school life regardless of ability, culture, race or gender. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils.

We seek to raise achievement, remove barriers to learning and increase curricular access to all.

Aim
Our aim is to ensure that children with Special Educational Needs are able to participate in all aspects of school life and:

- Achieve the highest possible standards within their capabilities
- Maximise their self-confidence and esteem
- Acquire skills to the best of their potential
- Have access to a full and differentiated curriculum
- Participate fully in the wider school community

Roles and Responsibilities

1. The Board

The Board, in co-operation with the Principal, determines the school's general policy and approach to provision for children with SEN. The Board of Trustees will nominate one governor with responsibility for SEN. The SEN trustee will liaise regularly with the SENCO and report back to the full Board of Trustees.

2. The Principal
The Principal has responsibility for the management of all aspects of the school's work, including provision for children with SEN. The Principal should keep the Board of Trustees fully informed and also work closely with the SENCO.

3. The SENCO
The SENCO is a member of the Leadership Team within the school. The SENCO in collaboration with the Principal and Board of Trustees plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN. Key responsibilities are:
- Overseeing the day to day operation of the school's SEN policy

- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising other teachers
- Managing Intervention Timetables
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational
  psychology services, health and social services, and voluntary bodies.

4. **The Assistant SENCO (Please note this position will be a teaching assistant's role as the school expands)**

The Assistant SENCO is a Senior TA and works with the SENCO and the teaching staff in providing support for the children with Special Educational Needs across the school. The Assistant SENCO supports the SENCO in co-ordinating the provision for children with SEN, liaising with class teachers, parents and external agencies, and maintaining records of the children with SEN. The Assistant SENCO will adapt the timetabling of interventions when needed and manage the teaching assistants providing interventions, including all record keeping.

5. **The Teaching Staff**

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

6. **Teaching Assistants (TAs)**

ALL TAs work with children with SEN and work with the SENCO/Assistant SENCO in providing support for children with SEN across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

7. **The Role of Parents of Pupils with SEN**

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEN to achieve their potential'
(2:1 SEN Code of Practice 2002)
In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that:

- They understand the procedures and are aware of how to access advice and support
- Parents will be supported and enabled to:
  - Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
  - Have knowledge of their child's entitlement within the SEN framework
  - Make their views known about how their child is educated

- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher in the first instance and/or the SENCO/Assistant SENCO as needed either by telephone or appointment.

Parents are involved in supporting the target setting process for IEPs and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

8. **Pupil Participation**

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child.
These include:

- Pupil interviews
- Questionnaires/Surveys
- Self-evaluation (pictures, written answers)
- Pupil-set targets

Identification, Assessment, Provision and Review Process

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. At St Martin's this may include short-term support from the class teaching assistant in the first instance, with direction from the class teacher referred to as 'Class Action'.

 Additional support is provided, as resources allow, for identified students and the staff assisting them. St Martin's Academy is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the Code of Practice.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENCO in order to decide whether additional and/or different provision is necessary. If additional and/or different provision is required then the child will be placed at School Action.

School Action

An IEP (Individual Education Plan) will be drawn up by the class teacher in consultation with the pupil, parents and SENCO, and a decision made based on the evidence available as to whether the child will receive additional individual or group support from the SEN team. The IEP will be reviewed at least once a term (although sometimes sooner as circumstances warrant) and the outcomes recorded. Pupils and parents will be invited to contribute to the target setting and review process. The class teacher and SENCO will monitor the effectiveness of the interventions put in place.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, then it may be necessary to seek further advice and support from outside professionals. This will mean that the child will be placed at 'School Action Plus'.

School Action Plus
All children at SA+ will receive additional support from the SEN team. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully informed and kept updated about the involvement of external agencies and proposed interventions. The class teacher and SENCO will ensure that additional strategies to those at School Action are put into place.

For some pupils support provided under School Action Plus may not be adequate or appropriate. In this case:
- after consultation with parents, the School and involved outside agencies will make a request for Statutory Assessment
- The pupil remains supported by School Action Plus during the period that the LEA considers the request.

Statement of Special Educational Needs:
Once a Statement of Special Educational Needs is in place:
- intervention as for school-based stages will continue
- the SENCO and class teacher will manage the provision of extra resources, that may have been awarded as a result of the Statement
- the SENCO will ensure review meetings will be held annually after the introduction of a Statement of Special Educational Needs
- A review of the Statement will be held six weeks after the statement has been issued.
- When pupils are due to transfer to another phase the SENCO will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

We are committed to the regular and systematic evaluation of the effectiveness of our work.

- The school employs a series of methods to gather data for analysis including:
- Regular observation of teaching by the Principal and other senior teachers and subject leaders
- Analysis of the attainment and achievement of different groups of pupils
  with SEN
- Success rates in respect of IEP targets
- Scrutiny of teacher's planning and pupil's work
- Regular monitoring by the Board of Trustees
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SEN team
- Weekly meetings between the Assistant SENCO and TAs

Reporting to parents

Reports to parents take place through open dialogue. Written reports are sent home annually, and parents' evenings takes place twice each year. Where a child has a particular need in relation to SEN, dialogue takes place with parents more regularly and termly feedback is provided on their child's progress. Additional meetings are also available with the school SENCO.

Equal Opportunities

At St Martin's we believe that all children have equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, religious beliefs or background. For more information please see Equal Opportunities policy.

Health and Safety

At St Martin's we believe that our approach to the delivery of a child's learning should involve taking the necessary precautions to ensure that the children's and staff's safety is at the forefront of what we do. We have a detailed health and safety policy which supports this statement. For further information on health and safety please see our policy.

Admissions

The core aims of North West Academies, as founders and management providers for St Martin's Academy, are to create a fully inclusive school that enables all children regardless of ability to learn in an outstanding environment.

We will follow the admissions code as laid down by law and ensure our admissions policy is fair and transparent. The demand for this school, because of size and location, will be exceptional. As result of this, adhering to

our planned admission numbers and dealing fairly with appeals through an independently appointed appeals panel, we will demonstrate our commitment to a fully inclusive education for all who attend. Our aim is to create a great school, not an elitest one.

We are sticking to a PAN of 25 pupils as all educational research indicates that this is the optimum number for learning within a class. It makes our school more attractive to learners and their parents and ensures that all children have the best opportunity to achieve of their best. IBPYP is not prescriptive and our research has shown that it works most effectively in small enquiry based groups. As a result of this we have created an oversubcription criteria that is fair, in line with other schools and meets the needs of our school effectivly to ensure high quality outcomes.

Admissions Criteria

Admission to St Martin's Academy will follow the strict criteria listed in our admissions arrangements. As the school has not yet got fixed premises a predetermined catchment is not in existence. If the school is successful and located at our preferred site this will be the boundary lines of the City of Chester. Our planned admissions number will be 25. Whilst we acknowledge that we will have missed admissions rounds for 2013, we have held initial discussions with Cheshire West's Principal Manager for admission to discuss this school and how it would fit into strategy. They are not averse to our school as demand is so high in Chester and will continue to be so for many years to come. We have another meeting arranged in March to progress our application further with them.

As a result of this we would work in close partnership with Cheshire to ensure that our school is full for 2013. In our initial conversations we would be allowed to be included in online submissions by parents; however this will depend upon the timescale for this application. As Academy leaders we are also equipped to manage this process ourselves and have experience of direct application. What we must ensure is that any process of application is fair, transparent and truthful; central focused admissions and effective existing knowledge of both people and process will ensure that we are able to work effectively on a tight timescale to open in September 2013.

Places will be offered following the schools admission code February 2012. As there is no predetermined catchment area, should we be oversubscribed we will offer places on a lottery basis. With the exception of looked after children and children with a statement of educational need, we will follow the criteria listed below and any additional places will be offered on a lottery system with the requisite number of names to places drawn fairly by an independent adjudicator. This is non-threatening for all local schools and supports equality of opportunity for all parents. As one of our core goals is to offer parents who work within Chester a place to educate their children, our strategic marketing should ensure that the overwhelmingly large majority of parents meet this objective. This is the fairest system for a school that will have unprecedented demand, no catchment area, and would like to be part of

the wider family of schools within Cheshire without threatening their pupil populations.

Oversubscription Criteria

Where more applications are received than there are places available, any supporting information will be considered in accordance with our Academy's oversubscription criteria. However, any pupils with a Statement of special educational needs who name our Academy in their Statement will be accepted before oversubscription criteria are applied.

1) **'Looked after children'.** A 'Looked after child' is a child who is in the care of a local authority or provided with accommodation by that authority (as defined in section 22 of the Children Act 1989) at the time of application and who the local authority has confirmed will still be looked after at the time of admission to the school.

2) **Children for whom there are particular medical or social reasons, which justifies admission to the Academy.** Supporting evidence from a registered professional, such as a medical practitioner, psychologist or social worker, may be provided which sets out the particular reasons why the Academy is the most suitable establishment and the difficulties that would be caused if the child had to attend another school. A panel of officers will consider the information presented and will determine whether the evidence is sufficiently compelling to apply this criterion to the application.

3) **Siblings**. Pupils with elder brothers or sisters, step-brothers or step-sisters, half-brothers or half-sisters, adopted brothers or adopted sisters living together as part of one household, already attending the preferred school.

Where we cannot accommodate all pupils qualifying under one of the criteria stated above, the next criteria will also be applied to determine priority for admission. For example, if a school cannot accommodate all *siblings* for whom an application has been received, all sibling applicants will be prioritised in the order of:

- Siblings (criterion 4) who live nearest to the school.

All applicants within each criterion will be put into a distance order with priority being given to those that live nearest to the school, as stated in criterion 4 above.

Where it is identified that there are a limited number of places available and the school cannot differentiate between the applications using the nearest school criterion (criterion 4) a random allocation tie-breaker will be applied. This may be required for example, where applicants reside in the same block of flats or are children of a multiple birth living at the same address.

Pupil Development and Achievement

Monitoring pupil performance is vital to ensure that all children achieve to their potential.

- EYFS will be monitored through learning profiles
- Regular teacher assessment of learning will take place in addition to end of year tests and follow end of Key Milestones. These are vital for children to understand progress and also to demonstrate to our parents the exceptional performance of their children
- Benchmarking of reading, effectively using spelling tests and a high focus valuing progress, will ensure that underperformance will not exist
- Rigid tracking of pupil progress will ensure children's achievement and attainment are well beyond that of local schools

Although Cheshire does not have Grammar Schools there are a number of Grammar Schools located in neighbouring local authorities. Parents can choose for their child to sit these tests independently of Cheshire Schools. However, at St Martin's Academy, we will encourage this as an entitlement for those who wish for their child to take part.

How will success be measured? Accountability?

North West Academies and its appointed consultants will provide quality assurance and effective accountability procedures through the use of the following:

- Regular school improvement partner visits
- RAISEONLINE analysis of core data and assessments
- Annual school self evaluation
- Effective performance management of Principal and staff
- Outsourced three-yearly inspection by Ofsted
- Assessment, monitoring and scrutiny of work in partnership with staff

We fully understand our statutory obligations of annually reporting results for Key Stage 2 learners and termly attendance through census data, which will be completed and reported to the DFE in line with national reporting obligations.

Test data and success

All pupils regardless of ability will make better than expected progress throughout their time at St Martin's

We are very aware of the importance of testing from our experience of running outstanding schools and how this impacts on pupil progress and performance. As Ofsted inspectors we have visited a variety of schools where the clarity and focus in relation to pupil performance was not as good as it could be. We have also visited others where data was everything and children are products. St Martin's Academy's focus is on the whole child and our aim is to ensure high academic achievement through effective target setting.

Our key performance indicators will be as follows:
- Good to outstanding progress from achievement on entry to Key Stage 1, with 100% of pupils gaining 78 points or more on EYFS profiles and 70% gaining 100 points or more
- As the school grows we will expect the following distribution at Key Stage 1: 100% pupils gaining level 2b and with 60% Level 3 plus.
- At Key Stage 2: 100% gaining level 4 with a minimum of 60% Level 5 in all subjects

The following are additional targets:

- 97% attendance at minimum

Pupils will also be given the option of taking the 11 plus and our aim will be for 60% of learners to achieve this.

As we are starting from Reception, some of our key targets will take seven years to reach. Therefore our first will be an outstanding Ofsted report after three years, with a further inspection in our seventh year of operation, once the school has reached capacity.

Monitoring and Assessment

Monitoring of teaching and learning is to ensure the delivery of high quality lessons for all our pupils. Monitoring should be a fair and transparent process that improves outcomes for children. At St Martin's monitoring an assessment will be structured as follows.

Safeguarding and E-Safety…

All staff will have Level 1 training in child protection and are aware of the designated lead responsible for all safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around e safety is to develop pupil's awareness through our teaching.

The way we monitor is structured as follows:

Observations of lessons

These will take place every half term, centred on a whole school theme . Each time there will be a different focus. Observations will involve watching a lesson followed by a discussion with the individual teacher. A write up will be produced and targets will be set based on areas for development.

Drop in observations

From time to time observations of individual teacher's lessons will take place at short notice. This is designed to maintain our high standards throughout school.

Planning and assessment

Once each term, aspects of planning and assessment will be reviewed. This will be an opportunity for teachers, with the Principal to discuss how the children have reached specific targets and how their learning is being developed.

Books Scrutiny

Yearly in consultation with the subject leader's literacy, numeracy and science books will be observed. Once again this is to ensure consistency of approach.

Performance management

This will take place in the autumn term and follow the school policy.

Target setting
Each child will be set an agreed target for Reading, writing, spelling and maths and the progress made by each child across the year will be monitored at least once per term.

Use of books

All books should focus around the setting and understanding of objectives. It is up to us as teachers to ensure standards in learning and teaching are high and that pupils are challenged at an appropriate level in their own learning. We must aim to challenge all pupils through extending and differentiating their work accordingly

Assessment (SEE ASSESSMENT TIME TABLE)

The aim of assessment in this school is to move forward children's learning.

Assessment takes many forms and it is important that our assessments are always used to inform children's learning. We must strive to maintain the

highest standards at all times in all our lessons and assessment is one tool for this.

All assessment will be recorded, using assessment spread sheet and our online insight tracker. Each year groups assessment is to be filed in the appropriate year group folder.

This should include (with yr group variations):
- CAT testing results, individual and class data
- Termly assessment to include:
  - APS reading , writing and maths
  - Benchmarking/ reading age
  - Spelling age
  - IQ
  - Phonics stage
  - EYFS
- Block and unit testing results for literacy, maths and science.

Reporting to Parents

Parents evening will be held twice a year and pupils will be encouraged to attend so progress,expectations , target setting and support from home can be discussed.

Yearly parents will receive a written school report which will comment on achievements and successes throughout the school year. This report will also include:
To Include:
- Reading Age
- Spelling Age
- National Curriculum level and points for:
  - Reading
  - Writing
  - Maths
  - Science
- Phonics
- E profiling results

Assessment Timetable

Autumn Term	Spring Term	Summer Term

Assessment Week (2ⁿᵈ week of term) To include:
➤ Bench Marking
➤ Reading Age
➤ Spelling Age
➤ I.Q
➤ National Curriculum level and points for:
   • Reading
   • Writing
   • Maths
➤ Phonics
➤ Baseline Assessment
	Assessment Week (2ⁿᵈ week of term) To include:
	➤ Bench Marking
	➤ Reading Age
	➤ Spelling Age
	➤ National Curriculum level and points for: (using Teacher Assessment based on Block and Unit testing)
	   • Reading
	   • Writing
	   • Maths
	➤ Phonics
	➤ E profiles updated electronically
		Assessment Week (SAT's Week) To include:
		➤ Bench Marking
		➤ Reading Age
		➤ Spelling Age
		➤ National Curriculum level and points for:
		   • Reading
		   • Writing
		   • Maths
		➤ Phonics
		➤ E profiles updated electronically

Maths Block testing The children will be assessed at the beginning and end of each unit.	**Maths** Block testing The children will be assessed at the beginning and end of each unit.	**Maths** Block testing The children will be assessed at the beginning and end of each unit.
English Unit testing The children will be assessed at the end of each unit using The Criterion Scale.	**English** Unit testing The children will be assessed at the end of each unit using The Criterion Scale.	**English** Unit testing The children will be assessed at the end of each unit using The Criterion Scale.
Science The end of each unit using LCP Assessment.	**Science** The end of each unit using LCP Assessment.	**Science** The end of each unit using LCP Assessment.

All assessment is to be recorded using Exel spread sheet and Insight to be updated.
 	
Key
▢ Rec,Yr1, Yr2
▢ Yr5, Yr6
▢ Reception
▢ Yr1- Yr6
	All assessment is to be recorded using Exel spread sheet and Insight to be updated.	All assessment is to be recorded using Exel spread sheet and Insight to be updated.
		
		Reports Written and Results reported to parents.
		To Include:
		➤ Reading Age
		➤ Spelling Age
		➤ National Curriculum level and points for:
		   • Reading
		   • Writing
		   • Maths
		   • Science
		➤ Phonics
		➤ E profiling results

Parents

Our assessments will be used to feed back to parents twice a year and targets will be shared at parents evening. Parents play a key role as partners in educating their children and it is important that we keep parents fully aware of progress, and areas for development.

Formal daily assessments

To develop children's learning it is important we have and accurate record of each child's achievement with the classroom. In addition to the timetable, this will be a simple tick, dot, star form of assessment for maths, literacy and science on all 'I can statements'.

Lesson objectives will form the basis for this assessment and it will be the teacher's responsibility to record if a child has reached this objective within the lesson. Teachers will choose a target group of children for each lesson and ensure that all children are targeted appropriately.

Children's Assessments of learning

A traffic light system is used by the children to show their understanding attainment against the lesson objective. A traffic light system is clearly displayed in all classes.

Teaching assistants will be integral in this process. The objective teachers set will also form the basis of their work with the children during the lesson.

Informal assessment

This will take place through feedback to children when marking or commenting on work in class. This may not necessarily be written down but comments that encourage or further children's learning should be used to inform planning.

Tests

All children will take age appropriate tests in December and May. The results of these will then be analysed for trends and to find gaps in children's learning. This information will then be used to inform our teaching.

Presentation/Marking Children's work

ALL children's work is to be marked in blue pen in every book. This will ensure consistency of approach throughout school.

Numeracy

All the children should work in pencil in all their Numeracy work, rulers should be used for drawing all straight lines and each time the books are used the work should be clearly dated. The learning objective is clearly written in the books by the children or teacher depending on ability.
 - Teachers should write a range of positive developmental comments that

move forward learning.

Literacy

See literacy policy.

General presentation

1. All children's books to be named by the teacher either on the computer or written on labels on the front of their books.
2. All loose work is to be clearly labelled with the children's names on
3. All maths work in pencil
4. All lines drawn with a ruler
5. No rubbing out in any books, except under direction from the teacher.
6. All diagrams are to be drawn in pencil and labelled in pen
7. The children will use black handwriting pens where appropriate

All staff will be performance managed in line with our performance management policy A core approach towards ensuring high standards will be performance management of staff. This will be managed as follows.

Performance Management

APPLICATION OF THE POLICY
The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

PURPOSE
This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's development plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL STRATEGIC DEVELOPMENT PLANNING
To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school strategic development planning, and also to minimise workload and bureaucracy, the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process. All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS
The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance
The head teacher has determined that he will carry out all reviews at present.

The Governing Body will:

nominate the Chair of the Governing Body, who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING
The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school all teachers, including the head teacher, will not necessarily all have the same number of objectives.

Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed

that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Objectives and targets can also be arrived at through peer working, but the line manager will be responsible for final draft in conjunction with staff member and confidentiality statement.

Reviewing Progress
At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS
At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's pay policy.

CONFIDENTIALITY
The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

TRAINING AND SUPPORT
The school's CPD programme will be informed by the training and development needs identified in the training section of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers in general,

including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER
Appointment of Governors

In this school:

The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser
The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the head teacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS: This section is for future reference if needed…
In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that:
- The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

Line managers will be the reviewers for all those teachers they line manage. Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be

replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.
A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE PERFORMANCE MANAGEMENT CYCLE
The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December. The performance management cycle in this school, therefore, will run from September to August for teachers and from September to August for the head teacher. Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

RETENTION OF STATEMENTS
Performance management planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION
The governing body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified.

The report will include:

- the operation of the performance management policy
- the effectiveness of the school's performance management procedures
- Teachers' training and development needs

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY
The Governing Body will review the performance management policy every school year at its summer meeting.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION
Copies of the school improvement and development plan are published on the school's website and/or can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL
All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

ANNEX 1 – CLASSROOM OBSERVATION PROTOCOL

CONTEXT

Head teachers and Governing Bodies are required to organise classroom observation for a range of reasons and purposes. These are underpinned in the statutory context by:

- Performance Management Regulations
- The School Teachers' Pay and Conditions Document (STPCD)
- National Standards for Head teachers (2004)
- Teachers' Standards 2007

PROCEDURES

An observation schedule should be provided to all staff detailing when and for what purpose (e.g. subject review, performance management) individual observations will take place including the focus of the observation (e.g., management of pupils' behaviour). In the case of stPM this must be set out in the teacher's review statement.

As a minimum, five working days' notice should be provided wherever possible. No observations should take place unannounced except within the context of the head teacher's right to drop in to monitor standards of teaching and learning. Head teachers may consider that observations agreed for stPM are sufficient and that drop in will not be needed. In this school drop ins will only be undertaken by the head teacher, members of the SLT or specific subject leaders.

N.B, 'drop ins' will only inform the stPM process where evidence arises which merits the revision of the PM planning statement, in accordance with the proviso of the regulations.

- o Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, NQTs, support staff).

  The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.

  Feedback both written and oral should be provided on all occasions (for the purposes of stPM only in directed time), whether the observation has been carried out by staff within the school or by consultants for monitoring and support purposes. In the case of oral feedback this

should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.

A copy of written observations should be kept by the individual who has been observed and by the school in its Personnel files. Any notes taken should be destroyed in accordance with Data Protection and Freedom of Information Act requirements.

o   Classroom observation should be a positive and formative activity, rather than one which is merely instrumental, focused on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.

The frequency of classroom observations should be sufficient for the required purpose and consistent with school policy and statutory requirements where applicable. Within the Performance Management context there is a requirement that the maximum time allotted to observations should not exceed 3 hours per cycle.

Observations should be, except where specific circumstances arise, carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

Observations for other purposes are excluded from the 3 hour time limit but should not be unreasonable in respect of frequency or timing.

For NQTs the recommended frequency in normal circumstances is 6 observations over the induction period.

o   Lesson Plans should be provided by the staff member, in accordance with the school's policy, for the observer/reviewer wherever possible one working day in advance of the observation taking place.

o   The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context. Staff observing others whether for specific purposes like performance management or in a peer support context should have been provided with appropriate skills and knowledge training to enable appropriate and relevant judgements to be made which are positively expressed and genuinely developmental and linked to CPD. Due regard should be paid to the need for confidentiality in respect of the outcomes.

Target Setting Framework 2013

Target	Success Criteria	Achieved/Evidence
1. Teaching and Learning **–**	**–** **–** **–** **–** **–**	
2. Pupil Progress… **– All children will make at least two sub levels progression**		
3. Whole School Impact **–**		
4. ICT development **–**		

BEHAVIOUR AND ATTENDANCE

Attendance at St Martin's

Introduction
Regular attendance at school is essential to ensure uninterrupted progress and to enable children to extend their potential. The attendance pattern for all children will be monitored weekly with the school seeking to work actively with parents to ensure a regular pattern is maintained.

Non-attendance is an important issue that is treated seriously. However, each case is different and the school acknowledges that no one standard response will be appropriate in every case. Consideration is given to all factors affecting attendance before deciding what intervention strategies to apply. In every case, early intervention is essential to prevent the problem from worsening. It is essential that parents keep the school fully informed of any matters that may affect their child's attendance; they are reminded of this duty in the school information to parents on starting school for the first time.

Parental Responsibility
Throughout this attendance policy the term 'parent' represents one parent, both parents, and carer with whom the child resides.

Parents are informed of their responsibility to ensure their children attend regularly, in the school prospectus. Punctuality is also stressed as lateness impacts on learning not only for the individual, but the class as a whole. Attendance is discussed with each parent at consultation evenings, with the current percentage attendance being reported.

Parents have a legal obligation to ensure their children receive a full time education. For Key Stage 1 children, full time means 21 hours per week. For Key Stage 2 children, full time means 23.5 hours per week. This is achieved

by regular attendance at school.

When a child is unwell, parents should contact the school before 9.15am on the first day of absence informing the school of the reason for absence.

School Responsibility
The Senior Management Team and all teaching staff work to ensure a high level of enjoyment and commitment to learning as a means of ensuring regular attendance.

Specific responsibilities for attendance matters are identified in the appendix. Where school attendance problems occur, the school will endeavour to work with parents in the interests of the child to achieve a resolution.

Attendance is recorded and data stored and will be analysed using the school software attendance module, once purchased. It is a statutory duty for class teachers to call and maintain accurate registers; these are legal documents, and may be called for as evidence by the court. Class Teachers are legally responsible for marking their class attendance register twice per day, at the start of each session.

We will adhere to the DFE guidelines in authorising absence. Absence for any reason during term time is discouraged. Absence known to be for the following reasons would be authorised:
- Illness
- Religious observance
- Attendance at medical appointments which cannot be made outside school hours

Calls from parents regarding absence will be logged. After registration, checks are made to ensure that all children are accounted for. Telephone calls are made to parents of children who are not in school to ensure that children are safe; this forms part of our Child Protection procedure.

Family Holidays during Term Time
Holidays during term time will be strongly discouraged due to the inevitable disruption caused to learning. Holidays are not authorised in September or May.

When application is made for authorised absence during term time, the Head teacher gives consideration to:
- The age of the child
- The nature of the parent's wishes
- The timing of the proposed absence
- The attendance pattern in the present and previous academic years
- The attendance percentage
- The child's progress

When an absence is authorised, parents will be provided with written evidence which can be presented in the event of being stopped as part of a

truancy sweep.

Rewards
The prime benefit derived from regular attendance is that continuity and progression in learning are ensured.

Penalty notices for absence from school can be issued by the Attendance and Behaviour Service based on requests from schools and the police.

The following circumstances are considered as appropriate reasons for the issuing of Penalty Notices:
- Truancy, including truancy sweeps
- Parentally-condoned absences
- Excessive holidays in term time
- Excessive delayed return from extended holidays
- Persistent lateness after the register has closed

A pupil has to be absent from school in one of these circumstances for at least 10 sessions in any term before the issuing of a Penalty Notice can be considered. A warning letter will then be sent to parents explaining that unless their child attends full time for the next 15 days a Penalty Notice will be issued. Where a Penalty Notice is issued, each parent is required to pay a fine to the Local Authority.

High academic achievement and a clear system of behaviour management that engages children will create a positive environment in which to learn and will be central to St Martin's Academy's ethos. When children are challenged, stimulated and motivated their learning behaviour is good. The use of positive praise to enforce this will be the cornerstone of working with children and parents as partners with the school.

Attendance will be monitored by North West Academies as part of accountability procedures.

POSITIVE PRAISE AND DISCIPLINE

Aims and Objectives
Our policy aims to promote good behaviour and a respect for others. Teachers, teaching assistants, midday assistants and all other staff will be responsible for delivering a consistent approach to dealing with and rewarding children's behaviour in school. Volunteers in school will follow our codes of conduct and report any incidents of behaviour to the appropriate member of staff.

This system will be underpinned by agreed Codes of Conduct. These will be a maximum of five inclusive statements by which we will expect children to behave in school.

Our Codes of Conduct will cover the following areas:

- The classrooms – these will be our agreed standards of acceptable behaviour
- Assemblies – agreed approach to behaviour in assembly
- Break and lunch times – how we play together and communicate with each other at lunchtimes

All codes of conduct will be displayed around school. It is up to us as professionals to be consistent, making sure that the children learn to follow what we deem acceptable standards of behaviour.

Rewards
A range of rewards are in place appropriate to the age, ability and preferences of the child. These include verbal praise, stickers, certificates, effort charts, sharing assemblies, star of the week and Head teacher awards.

Assemblies will be a focal point for positively praising children.

Sanctions
All sanctions are applied on a stepped warning system of consequences, progressing from verbal warnings to time outs and finally referred to senior leaders.

Active Lunch Times
Our behaviour code applies at lunchtimes. Midday assistants praise good behaviour and table manners. Active lunchtimes are encouraged and a variety of games are always available to engage the children in positive play.

Safeguarding
It is the aim that all behaviour issues are addressed in a positive way. Children should feel that school provides a safe environment.

All staff have Level 1 training in child protection and are aware of the designated lead responsible for all safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around e-safety is to develop pupil's awareness through our teaching.

Monitoring and Review
It is recognised that the success of this policy is reliant on consistent application. A shortened version of this will be sent to parents each September along with the new home school agreement. Parents and children will sign up to this and it is important we have 100% return.

Community Engagement
St Martin's Academy will aim to bridge the gap between fee paying schools and state schools, in order to ensure that we offer a high quality inclusive education to all who wish to attend. Our teachers will be creative individuals and have the desire to enrich children's lives. Our teachers will lead our

relationships with parents and the community.

We are very fortunate to work in an area where demand for teaching posts is extremely high. On average there are in excess of 80 applications per NQT post. Our staff will be a learning staff in which we will balance experience with training and learn together. Our aim will be to grow the school over seven years starting with a Pre School and Reception year and develop upwards. We will be highly respectful of other schools and build a relationship with our local authority.

As a city centre school we will aim to build relationships with our immediate community, most notably Chester Unversity and Cheshire West and Chester Council, whose HQ is located next door.

Ultimately, it is the appointment of the best people who will work with our learners and their parents or carers to ensure that partnerships are strong within our community. Opening 51 weeks of the year will ensure that our school meets the needs of the community beyond the school day and school calendar.

Partnerships
This example of effective partnerships in working with Stone to deliver quality ICT provision is one example of effective working relationships. SEE APPENDIX, EFFECTIVE PARTNERSHIPS. We would also request through our local authority to be part of a wider educational improvement partnership of local schools. If this was declined it is not detrimental to us whatsoever.

In conjunction with ████████████ Academy Trust we would work together on shared services. The Academy Trust is very aware of this bid and also feels that to develop a greater partnership with a range of different types of schools is a very important aspect of education for the Academy. This setting has been written up by the DFE as an outstanding partnership provider and there is no reason that St Martin's cannot benefit from this.

As an academy leader within Cheshire we would use the infrastructure offered by Delamere Academy to share services. Payroll can come from the same provider, shared corporate buying power for heating, lighting and maintenance, and can also be part of the new relationship. The Academy Trust is excited about the option of working in partnership with Cheshire West's first free school and the opportunities to share a range of services are there already. Although the two schools will offer vastly different curricula, the experience of the academy and the chance to share basic services will make this partnership work effectively.

Outstanding schools should not sit in isolation, and this relationship will ensure that both benefit, are proactive, and value for money is improved in the frugal world in which we currently operate.

Other partnerships that will be sought are with Cheshire West for children with special educational needs. The duty of care for all children with statemented

education will still remain with the local authority. My experience as a leader with Cheshire will ensure smooth transition within this area and make sure that no child is disadvantaged through attending our school if they have a statement of educational need. Within our staffing structure sufficient use of both teacher and teaching assistant hours will ensure that all children at School Action and School Action Plus have their needs met by the staff at St Martin's. Our first appointment will also be our SENCO.

Understanding the needs of the local community
As Chester residents and Head teachers we have a good understanding of the local area and are both highly respected within our fields. This drive and passion for a new school comes from our own experiences of applying for school places for our own children. In addition to being a Local Academy Principal, ▓▓▓▓ is also a Trustee at Chester Zoo and has been integral in the delivery of the £30million development of the Islands Project and responsible for the educational support and criticism that comes with Trustee work. We are also very aware that we are in a unique position to use our experience of working within Cheshire to work with the LA to ensure that the school has maximum success.

The proposed site is perfect for a variety of local communities in an area that is highly oversubscribed. Within a mile from the school there is a large area of local authority housing and an area of high social stasis; nearby there is some of Cheshire's most expensive housing stock in Curzon Park. The diverse mix of housing and people make the proposed site a perfect place for a fully comprehensive education system built on high aspirations for learning.

Handbridge, Westminster Park, Lache and Curzon Park also have strong centres of community and there are two high schools located in amongst these areas. Working within Chester and with local communities will help ensure that there is a smooth transition for the children between our school and their chosen state high school. We would also work with both The King's School and The Queen's School as private providers to ensure that children had access to the best facilities locally.

We would be privileged to bring together four different communities into one school and offer such a different type of learning experience for both children and parents.

The school will adhere to the Equalities Act 2010.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. *D = (B/A) x100.*

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *I.e. D = ((B+C)/A) x100.*

	2013				2014			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Reception	25	49		196%	25	27		108%
Year 1					25	25		100%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

5. Evidence of Demand and Marketing

Demonstrating Parental Demand

In 2007 Cheshire County Council embarked on a program called Transforming Learning Committees (TLC). This was a thinly disguised program of mass school closure, which was stopped with immediate effect when the New Cheshire West and Chester Council was formed in April 2009. In the Chester area all infant schools were closed, two high schools were closed, as were three other primary schools. Other schools were subsequently asked to change planned admission numbers to compensate for this ill-thought out program of school reorganisation. There have been no new schools built in Chester for over 35 years, therefore demand for places is at unprecedented levels and will continue to increase over the next few years.

Chester, like many other cities, has had considerable infilling with many apartments and houses being built within the city. Currently there are 6 new build sites within a 1.5 mile radius of the proposed school. This has brought many couples and families into an area where demand for school places is already high.

Our figures have been compiled from The Cheshire West and Chester's starting school booklet 2010/11 and 2011/12. This shows that demand is at unprecedented levels within the Chester area, with all but one school oversubscribed in 2010/11 and all in 2011/12. Cheshire West and Chester are still compiling the most current data for us and this will be available at interview. For Reception 2011, school places were only allocated to parents on 28th April and final acceptance of places was completed on 25th May 2011. This year applications have just closed for September 2012 and the pattern would appear to be the same.

In 2011 many parents were not been offered their 1st, 2nd or 3rd choice of schools and this is particularly the case within the Lache Lane, Westminster Park and Handbridge areas of Chester where the catchment areas of Overleigh St Mary's, Belgrave and the Lache cross. Many parents in this area have been offered subsidised transport to schools up to seven miles in distance. To put four year old children in taxis is not only morally unacceptable but also places huge burden upon already overstretched public finances as this is potentially a seven-year commitment. SEE APPENDIX.

Cheshire West and Chester's strategy of increasing school's planned admission numbers is also detrimental to other children in the area. Dee Point Primary School operates in an area of high social stress; it was rated as outstanding in October 2009 and is 1.6 miles from St Martin's Academy or two

bus journeys or 3.6 miles from the parents who live in the Lache Lane area of Chester. They have been asked to increase their PAN from 30 to 45 from September to cope with this demand. It will be difficult to sustain this for more than one year without investment in the building to increase the size. There are other schools such as St Thomas of Canterbury which has been forced to amalgamate with Victoria School, a non-faith school to help ease demand issues. However, neither of these schools are particularly accessible for parents who live south of the River Dee in the Westminster Park, Lache Lane and Handbridge areas.

We have also discussed with our Local Authority about our school and they are in favour of looking at a changing landscape for schools and working with us on how we can make this vision a reality. While they can not directly support one bid, they would like to be in a position where they will work with free school proposers to look at meeting the long term needs of the children of Chester and offer parents' choice in an area of overwhelmingly high demand. We have held one meeting so far and are meeting with them again towards the end of February to discuss the proposals further. This strengthens our bid and also makes the job of integrating a free school into an existing system far easier.

Our MP Stephen Mosely supports this free school application based on the demand, SEE APPENDIX. This unprecedented demand is also evidenced in the Head of Cheshire West and Chester's Strategic Communications Newsletters SEE APPENDIX (only relevant pages included).

We surveyed a number of parents. The return rate was extremely high due to this being directly marketed. Each parent was given some literature explaining our school and how the curriculum works. We also spent time talking with parents at nurseries and in their places of work.

We asked parents the following questions in relation to opening St Martins Academy in 2013

1. Do you support the ethos and values of St Martins?
- This response to this was 100% yes
2. St Martins will teach the International Baccalaureate curriculum. Do you think there is a gap in the school market for schools that offer different learning experiences for children?
- Once again the response was 100% yes from all respondents.
3. Would you include St Martins as one of your first choice for schools for your child in 2013 and if relevant 2014?
- See details below.

In conducting this survey we also found a large degree of parental unhappiness with current provision and many parents asked felt that they did not have enough choice in the first place when making school choices. A number of parents also had children already of school age and felt that if they could they would select this school over their current provider.

Our table shows the postcodes and ages of children who would apply to the school. We gathered this information through surveying a range of local businesses and nurseries. As our school will serve a diverse catchment area due to its location, the postcodes are quite spread out but all the parents surveyed worked within the City of Chester and this was their primary reason for choosing St Martins Academy as their choice of school.

We also targeted local nurseries as feeders for a wide variety of schools. Within these settings many parents travelled great distances to choose the best provider, which met with their working needs. As a result of this we were able once again to get range of postcodes. However, the common thread was a central focus around work needs within the City of Chester, or the local business park that is within one mile of the city. This park has some huge international business players including MBNA, Marks and Spencers financial services and many other global companies. We have meetings set up with the marketing directors of the two companies in March to further develop our case for demand; the results of surveying larger companies will be available at interview.

Postcode	Current age of children	No. of children who are eligible (and whose parents expressed a desire) to start in Reception in 2013 and 2014 at St. Martins Academy	
		2013 Reception Class	2014 Reception Class
CH2	1, 3, 7	1	1
CH2	1, 3	1	1
CH2	3	1	
CH2	3, 7	1	
CH2	1, 3, 6	1	1
CH6	3,8	1	
CH3	1,3	1	1
CH3	1,3	1	1
CH3	3, 5	1	
CH3	1, 3	1	1
CH3	3	1	
CH3	3,6	1	
CH3	1,3	1	1
CH66	3.6	1	
CH2	1,3	1	1
CH2	1,3	1	1
CH6	3	1	
CH3	3,5	1	
CH3	1,3	1	1
CH4	2,3	1	1
CH4	2,3	1	1
CH2	2,2	2	
CH2	1,3	1	1

CH2	1,5	1	
CW6	3,3	2	
CH3	2,3	1	1
CH3	1,3	1	1
CW6	3,6	1	
WA6	1,3	1	1
CH3	3,7	1	
CH3	3,8	1	
CH1	1,3	1	1
CH4	1,3	1	1
CH4	1,3	1	1
CH4	2,4	1	
CH5	1,3,6	1	1
CH5	1,3,7	1	1
CH2	1,4	1	
CH2	2,4	1	
CW6	1,3	1	1
CH4	2,3,5	1	1
CH3	1,3	1	1
CH3	1,3	1	1
CH3	2,3	1	1
WA6	2,4	1	
CH2	4,6		
CH2	1,3	1	1
CH2	3	1	
TOTAL		**49**	**27**

Facebook

Our Facebook campaign has been a great success so far and has reached a much wider audience than anticipated in both promoting the school and gathering market research. Our advert for North West Academies has reached over 4000 Facebook users who list their status as having children aged 0-4 or 4-11 within a five mile radius of the proposed schools postcode. We have also sent out an additional 6 adverts and links for people who are interested in our school and what we will offer. We did this over a two week window. Whilst 'Likes' are only one aspect of this the Facebook users also answered our survey online and were able to make comments. We received an additional 14 postcode from the survey of people who felt St Martins Academy would be their first choice of school.

The campaign is still running via Facebook and finishes March 6th, a full break down of strategic demand and the power of Facebook will be available at interview.

Demand

The demand for St Martins has continued to steadily grow due to our using Facebook as a marketing as survey tool for the school. An article appeared in the Chester Chronicle, 26th January outlining plans for a free school at Chester cathedral.

http://www.chesterchronicle.co.uk/chester-news/local-chester-news/2012/01/26/ambitious-plans-unveiled-for-first-ever-free-school-in-chester-59067-30199669/

This article looked at the exceptional demand for the area and also had many of the similar characteristics of demand for our school. In discussions with the University who are part of this bid we are aware that many of the postcodes for potential pupils are very similar.

Following on from this article we submitted our own press release to the local paper. This appeared 3rd February.

http://www.chesterchronicle.co.uk/chester-news/local-chester-news/2012/02/02/former-chester-city-centre-police-building-could-become-a-free-primary-school-59067-30246870/

We also timed this with our Facebook launch and advertising. We are delighted with this and the strength it gives us to support the opening of our school.

St Martins' proposed site will enable this demand to be met and ensure that parents have a choice of schools that is appropriate to need. It will also ensure that expensive long-term transport arrangements will not be required, as our school will be easily accessible.

In order to further enhance the argument for parental demand in Chester we have quoted below a section of the minutes from a Cheshire West Association of Primary Headteachers (CWAPH) meeting on 13th April 2011. These minutes are part of public record and have been circulated to all Headteachers and relevant Local Authority members.

 "There have been 3745 applications this year, an increase on 3724 of last year. There is a crush in Chester where there are insufficient places to meet the demand. Currently 27 children have not been offered 1st, 2nd or 3rd choice. Some schools have been contacted about increasing their PAN on a temporary basis. LA also has to ensure surplus places for appeals and in year admissions." SEE APPENDIX .

To further highlight the issue of oversubscription on Reception places within Chester the following table details all primary schools within 1.5 miles of Chester City Centre. Listed is the school's proximity to Chester city centre, Ofsted overall grade, 2010 Reception places available, 2010 parental applications and whether the schools are over or undersubscribed.

SCHOOL	DISTANCE FROM CH1 2NX (miles)	OFSTED GRADE	PAN 2010	TOTAL PREFERENCES RECEIVED	NO. OF APPEALS	OVER/UNDER SUBSCRIBED
St Thomas of Canterbury Junior	0.6	Satisfactory	60	44	0	UNDER
St Werburghs & St Columbas Catholic Aided	1.0	Satisfactory	50	106	4	OVER
Victoria Infants	0.6	Satisfactory	60	87	0	OVER
Belgrave	1.2	Outstanding	30	126	7	OVER
Highfield	1.4	Good	30	71	7	OVER
Bougthon Heath Primary	1.4	Good	30	125	3	OVER
Cherry Grove	1.3	Satisfactory	36	92	0	OVER
Hoole	1.3	Satisfactory	60	101	1	OVER
Overleigh St Mary's	0.7	Good	60	150	9	OVER
Newton	1.2	Satisfactory	60	107	0	OVER
St Clare's Catholic	1.3	Good	21	32	0	OVER
Lache	1.3	Good	30	33	0	OVER

We also looked at school places for 2011 and please note that there were significantly more appeals for places due to even greater demand.
School Places 2011- Please note the significantly high number of appeals and lack of parental places with schools in Handbridge

SCHOOL	DISTANCE FROM CH1 2NX (miles)	OFSTED GRADE	PAN 2011	TOTAL PREFERENCES RECEIVED	NO. OF APPEALS	OVER/UNDER SUBSCRIBED
St Thomas of Canterbury Junior * Amalgamated 2011. No data.	0.6	Satisfactory	60			
St Werburghs & St Columbas Catholic Aided	1.0	Satisfactory	50	72	0	OVER
Victoria Infants* Amalgamated 2011. No data.	0.6	Satisfactory	60			
Belgrave	1.2	Outstanding	30	131	**15 none upheld	OVER
Highfield	1.4	Good	30	65	0	OVER
Bougthon Heath Primary	1.4	Good	30	101	1 none uphold	OVER
Cherry Grove	1.3	Satisfactory	36	80	0	OVER
Hoole	1.3	Satisfactory	60	102	1	OVER
Overleigh St Mary's	0.7	Good	60	155	***21 none upheld	OVER
Newton	1.2	Satisfactory	60	124	9	OVER
St Clare's Catholic	1.3	Good	21	37	0	OVER
Lache	1.3	Good	30	37	1	OVER

* The two schools that amalgamated have a PAN of 60. This further compounds the issue of places for children within the City of Chester.
** The fifteen parents who applied for places at Belgrave all signed for places at St Martins. This is our target audience as the area is dense in housing and pre-school age children. This supports our argument for additional places.
*** This school is also with the target area for St Martins, a number of parents who applied have also signed for places at our school. Same are as Belgrave with bordering catchments.

North West Academies firmly believe the parental surveys, CWAPH minutes and level of 2010 oversubscription provide a compelling argument for the need for a free school within Chester City Centre in order to lessen the "crush"

for places in Reception and beyond and to significantly enhance the level of provision within the city centre for which there is currently no school provision.

In summary, the clear case for a new primary school providing good quality education is as follows:

- Demand for primary places is at unprecedented levels and will continue to increase over the next few years as evidenced by the birth rate data.
- If not addressed this situation will only get worse given the number of new housing and apartment projects being built within 1.5 miles of our proposed location
- All but one of the existing primary schools are oversubscribed
- The lack of places is so extreme that parents are being offered subsidised transport to schools up to 7 miles away – we believe this is an unacceptable situation.
- Contact made with local parents has shown demand that exceeds our yearly intake number.

We feel the case for St Martins Academy has been justified in terms of both need and demand.

Consultation

As an Academy Principal, on behalf of NWA, we understand the process of statutory consultation.

Formal statutory consultation will begin as soon as DFE approval is received. This will follow guidance as per the academies Act 2010.

In addition, the opening of the school will be announced in the local press, with details of the plans and a date for a public consultation hearing at the new site. Dignitaries, governors and supporters of the school will also be in attendance at this meeting and it will form a presentation and question and answer session to any parties who wish to attend. This will take place within 28 days of the school proposal being accepted. The following people and groups will be contacted formally about the school:

- All parents who responded to the original survey
- All school Headteachers within a 1.5 mile radius
- The local authority (initial interest in this project has already been sent to Head of Education Services)
- Feeder nurseries
- The Local MP (written support for the project has already been received. See appendix 1)
- Chester University

So far we have worked with local businesses, the local authority and also have meetings arranged with members of the broader business community

after the closing date for the application. Our Free School is an exciting prospect and we have had a great deal of support locally for this. Our next stage is to hold a public consultation about the proposal once the idea is at interview stage.

Thus far we have had one informal stakeholder meeting with a select group from our market research to discuss this proposal. This was extremely successful and enabled us to gage our potential audience for the free school and ascertain the appropriateness of the IBPYP curriculum for the school. The ideas on both curriculum and a new style of school were well received. This meeting took place in January 2012 and minutes for this are available on request.

Once our idea is accepted in principal formal consultation will begin. This will take the form of newspaper articles, public meetings and also active market research. Marketing the school in an area of high demand is straight forward and our Head of marketing has prepared a plan accordingly.

Marketing Strategy

Marketing will begin once consultation papers are sent out. This will inform all relevant stakeholders of the school's vision and plans for the future.

Marketing will be the responsibility of ███████████ (see biography on page 28), who has vast experience in start up projects and will be a member of the board of governors. She is committed to making the school succeed and using her experience to continually ensure that numbers remain high and the school is achieving capacity occupancy.

In addition, the following strategies will be employed to ensure maximum positive exposure for the school:
- Regular stories in the local press (strong ties are already in place with the project)
- High quality website with regular news updates
- Email updates to all interested parties & stakeholders
- Regular meetings with LA and MP to inform of updates and progress
- Coffee mornings and opening ceremony
- Regular visits to feeder nurseries to discuss pans with prospective parents
- Posters in feeder nurseries
- Meetings with city centre CEOs to inform them about the schools plans who will benefit from a world class city centre school
- Social media – Facebook, Twitter and LinkedIn

Section F: Capacity and capability

Capacity and capability of the Company

North West Academies will set up and run the school as the 'company'. We will appoint a board of governors who will work with us to provide the educational services required for the school. The governors in turn will oversee the macro & strategic management of the school with, and in support of, the Principal designate.

<u>St Martins Academy Organigram</u>

THE COMPANY – NORTH WEST ACADEMIES

North West Academies was founded in 2010, with the sole purpose of setting up Free Schools in areas of high demand in the North West of England. A city centre free school in Chester has been highlighted as the first of such schools to be set up in the area.

The company directors are ███████████████████████████████████. ████████████ is a silent partner in the company, and the company will be run primarily by ███████████, who are both experienced Head Teachers, Ofsted inspectors and individuals who are focussed on providing the highest quality education to all children in their care. In addition, the company has the capacity to involve a very experienced Head, inspector and consultant; ██████ ██████████, to support the project and add bandwidth and support when required.

Company Directors

█████████████████████████ – North West Academies Director

████ is an experienced Primary Headteacher, with leadership and management experience developed across five schools and time spent learning in ███████████████████████. Significant achievements include moving a school from satisfactory to outstanding in three years, successfully saving current school from closure, considerably raising educational standards across two spells of Headship, building effective working relationships with colleagues, implementing and managing a scheme of refurbishment and extension and implementing effective strategic change.

Ofsted inspected February 2006, March 2009, October 2010 and National Society Inspection April 2006, April 2009, November 2010. Awarded Artsmark Gold twice, Activemark, and Eco Flag Green Status. █████ is a fully qualified Inspector for Ofsted and has recently opened the first Primary academy in Cheshire West and Chester. Full CV is attached to this proposal as an appendix.

████████████████████████ - North West Academies Director

███ is an experienced primary and secondary school Headteacher. ███ has twelve years experience in senior management in ███████████, ██████████ ████████ plus four years UK primary experience. In all his schools he has been involved in large-scale expansion projects, school improvement, school growth, marketing and strategic planning.

He is an accomplished school business manager and currently works as an educational consultant to investors in schools, who wish to start up new projects and develop high quality, financially sustainable schools. ████ is an inspector for Ofsted and has been school governor of an outstanding Cheshire primary school. Full CV is attached to this proposal as an appendix.

North West Academies Senior Consultant

████████████████████████████████

█████ has 30 years' experience in British and international education including 12 years as a Deputy Headteacher, over 7 years as a Headteacher and 2 years in teacher training. ██████ experience includes 19 years in senior leadership and management positions in all through schools (age 3 – 19 years). He led his most recent school to the highest standard of 'Outstanding' and then went on to achieve world firsts in several areas. █████ is qualified to inspect schools on behalf of Ofsted and is an active inspector of schools in England. ██ ████████ for services to education. As our freelance Senior Consultant ████ is able to use his considerable experience to work alongside the directors to support and advise on a wide range of aspects of starting up and running the
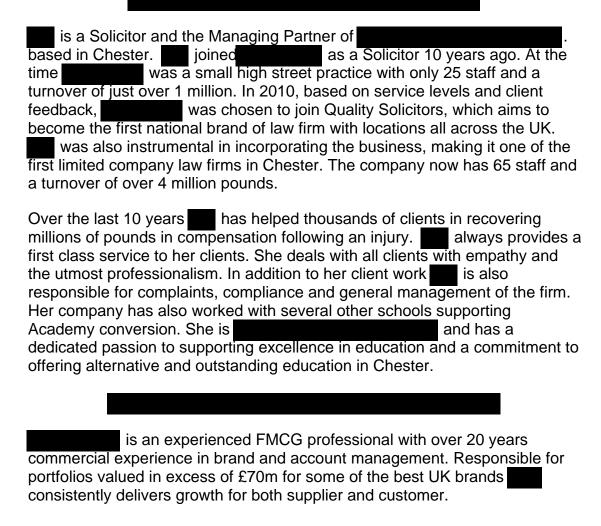
school.

St Martin's Academy Proposed Governance

There will be:

- Three formal board meetings per year; formally clerked. [These will involve three governors, two representatives from North West Academies and the Headteacher].*
- One annual Parent Governors meeting per year
- Three company (Academy Trust)meetings per year

Two sub-committees (finance/staffing and curriculum/standards) will meet in addition to full Governors meetings.

The following three individuals have been selected as the basis of the governing body of the school and will be joined by two further parents on opening.* They have been selected for their specific skills in finance, marketing and legal and are fully committed to the St Martins Academy project.

██████████████████████████████████

██ is a Solicitor and the Managing Partner of ██████████████████████. based in Chester. ██ joined ██████████ as a Solicitor 10 years ago. At the time ██████████ was a small high street practice with only 25 staff and a turnover of just over 1 million. In 2010, based on service levels and client feedback, ██████████ was chosen to join Quality Solicitors, which aims to become the first national brand of law firm with locations all across the UK. ██ was also instrumental in incorporating the business, making it one of the first limited company law firms in Chester. The company now has 65 staff and a turnover of over 4 million pounds.

Over the last 10 years ██ has helped thousands of clients in recovering millions of pounds in compensation following an injury. ██ always provides a first class service to her clients. She deals with all clients with empathy and the utmost professionalism. In addition to her client work ██ is also responsible for complaints, compliance and general management of the firm. Her company has also worked with several other schools supporting Academy conversion. She is ██████████████████████ and has a dedicated passion to supporting excellence in education and a commitment to offering alternative and outstanding education in Chester.

██████████████████████████████

██████████ is an experienced FMCG professional with over 20 years commercial experience in brand and account management. Responsible for portfolios valued in excess of £70m for some of the best UK brands ██ consistently delivers growth for both supplier and customer.

Possessing a unique combination of interpersonal skills, project management abilities, and an intuitive understanding of the customer's requirements, ██████ consistently delivers successful launches of innovative products and fosters highly effective relationships with her customers in the process. Driven by exceeding customer expectations she is capable of either leading or participating within high-performing teams.

She has ████████████████ and a strong desire to see St Martins Academy project come to fruition, in order to enhance the supply of high quality pupil primary places in Chester.

███

█████████ has 20 years experience of building and running financial departments for SME businesses; both Private and Public. ███████ team at Insightful Financial provide best in class financial management, decision making support and financial compliance for a fixed cost. Insightful Financial provide a standard of service and technical support reflecting the latest best practice in financial management enabling the Academic team to focus on educational needs. ██████ is currently finance director for ██████████ ████████████ .

Additional Governors

Further Governors will be sought and appointed from the parent body and members of the local community in advance of the school opening.

Guidance contained within the New Schools Network Free Schools applicants Handbook for 2012 will be adhered to in the selection of new governors.

Staffing Solutions

The appointment of highly effective staff in all areas will be the key to the success of St Martin's Academy. The first appointment will be our Principal Designate as this is the key role required for a quaility and smooth start-up process. This person will be responsible for the set up of the learning for EYFS and to provide the day to day management and leadership of the school duringits early stages. It will be important to build the team around the Principal, ensuring a shared focus on the same common values. It is essential that we employ individuals who will want for the best for our children. The philosophy behind the teaching will be about inspired learning and innovation; teachers will be selected on this basis.

The school will grow one class per year and the appropriate staff will be added through a rigorous recruitment process as and when required, with the expectation that one full time teacher is added to the staff per year, plus additional support and specialist staff as the school grows. The second or third year will see the additioon of a deputy head for the school; this will

depend on candidates, current and projected income and the need, as specified by the Principal. See attached finacial growth plan for planned growth in staffing numbers as the school adds one class per year.

Appointment of all staff will take account of Safer Recruitment and effective safeguarding procedures.

Staff Appointments

The Principal designate

Appointment of the Principal Designate is the key appointment in ensuring the success of the school. They must have a flexible and adaptable approach and also be able to provide dynamic and energetic leadership at all times, in particular during the first few years of growth. It is essential that the Principal Designate has experience of working with the local community and strives for excellence in all areas of teaching and learning. The Principal designate must posess the necessary skills and drive to become involved in marketing the school and hav a strategic view of finacial planning. He/she must also be dynamic, visionary and pasionately believe in the merits of a school which develops a strong community.

As a minimum requirement we expect a UK teaching qualification and either a Masters degree in Educational Leadership and Management or an NPQH.

Key attributes required are as follows:

- The ability to inspire children, staff and parents
- Rich and varied life experience
- Good sense of humour
- The ability to make the most of every opportunity
- Dedication
- The ability to work hard when under pressure
- Attention to detail
- Commitment to teamwork
- An aptitude to learn
- Willingness to go the extra mile
- An understanding of how to engage parents as partners
- A creative approach to teaching and learning
- The ability to learn from both success and failure
- A willingness to take risks
- Able to make sure children are safe and cared for at all times
- An understanding and appreciation of budgeting and financial controls
- A good problem solver
- Experience with the PYP would be desirable though not essential, as training could be provided

The recruitment process will involve an advertisement in the national press – Times Educational Supplement and also within the local press, in addition to

support within county council advertisements and circulars. The advert will be placed in early January and an appointment is intended within six weeks of the advert being placed. In partnership with the governors, North West Academies will undertake all long and short listing and will select the Principal through a rigorous interview and selection process.

First year appointments

Teaching staff

Reception Teacher - Recruitment for a Reception teacher will follow the same format as the recruitment for the Principal designate, with the exception that an advert will be placed in April of the year preceding opening. We require a teacher with energy and drive and also someone who has enough experience to work alone and to be able to make decisions in the absence of the Principal. Although the Reception teacher will not be the deputy, the first year may see the Principal out of school often and the teacher will be expected to be able to manage any difficult situation.

It is essential that the Reception teacher becomes SENCO and as such experience in SEN will be a prerequisite for this post. We would also expect to appoint someone with two/three years experience.

Teaching Assistant – TA will be required for the Reception class. They will be recruited locally and through local press. Experience as a TA in another primary school will be essential.

Ancillary staff

Caretaker – Required part time and from one month before school opens
Secretary – Required full time and desirable to be in place one month before school opens. Previous experience essential and must be a good 'face of the school' to support admissions.

Future staffing

All school staff will be employed by St Martin's Academy Trust and will consist of the following positions:

- Principal
- 7 class teachers once the school has rolled out to every year group (1 as deputy)
- Bursar
- Administrator
- 4 Teaching Assistants once the school reaches Year 2
- Caretaker

In addition, North West Academies will undertake the outsourcing of the

following services:

- School and grounds maintenance
- Catering
- Clerking

The funding formula dictates the staffing levels and the allocation above is appropriate for high academic achievement within budget constraints.

See financial plan for further information.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found here. Please use this section for the narrative.

We have attached the financial plans as detailed with the application. These should be read in conjunction with the Academies Financial Rules Handbook. In preparing these accounts we have detailed how our finances would be linked to both curriculum and staffing plans. We are happy to elaborate further on these at interview.

Section H: Premises

7. Premises

Steps Taken

Working with Legat Owen in Chester we have identified one main site with the possibility of others.

We have not entered into any negotiations with the existing owners other than to seek information of the properties for suitability assessments.

We understand the need for DfE/PfS to ensure value for money is achieved. We believe in our school first and foremost and are happy to work with DfE/PfS to identify the most appropriate site.

St Martin's Lodge is an attractive two-storey villa that was originally built in 1820 by the architect Thomas Harrison. The Grade II Listed building has until recently been occupied by Cheshire Police as an administrative office.
It is of rendered brick constructive under a slate roof. Internally there is a mixture of large and small cellular offices with storage in the basement. There are ample male and female cloakrooms. The property requires refurbishment to be undertaken by the occupier.

Externally, there are up to 18 car parking spaces within the grounds.

http://www.novaloca.com/propertydocuments/23221_633500164873150000.pdf

According to the agent the property is located on D1 land.

The benefit of this particular site is the stunning location within the City Centre, overlooking Chester Race Course and set in one and half acres of land. It also comes with parking. The building is priced at 1.5m, which considering its location it immeasurably cheap for the size of property and the land. It will require a scheme of refurbishment to meet the needs of the children but its asset value will be well in excess of its purchase price on completion. The agent, Will Sadler at Legat Owen, informs that there has been an offer of 1.3m but this was rejected. To create an outstanding school for this level of financial resource is great value and will be a high quality addition to the free school program. There is also an abundance of parental parking located nearby at the Castle Car Park. Security at the site is good with fencing to three sides and a gated car park.

The building requires renovation and there is also sufficient opportunity for expansion within the schools grounds, which will enhance the exciting provision. A scheme of refurbishment for the main building will take place in time for opening in September 2012.

This will create a stunning primary school for just over £2m in a City location overlooking a prestigious racecourse and between the new council

headquarters at HQ and our MP's office. Further detailed quotes will be sought at the tender stage of the business case when we source the builder to complete the project.

We have also identified two other potential sites:

- The Greenbank Centre, Handbridge, Chester. This is the former catering college owned by West Cheshire College. This building can only be used for educational use and is perfect for a primary school as there is parking and sufficient outdoor space.

- The CBS Catering Headquarters in Hoole, Chester, CH2 3NG. This is a Council D1 building that will require modernisation to convert into a Free School but once again will make a suitable venue for our purposes.

Working with Legat Owen we are also looking at a range of alternative sites that can be leased, there is also a lease option on the preferred site but the agent believes the vendor will prefer a sale.

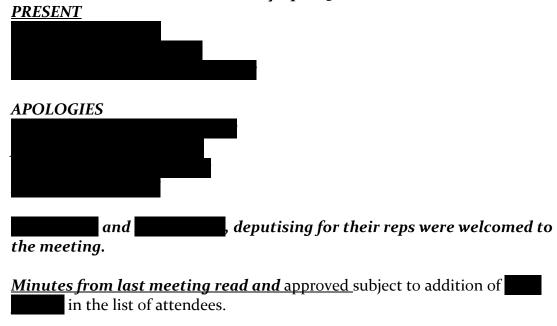See picture of St Martin's Lodge below

St Martin's Lodge, Nicholas Street, Chester

Annexes

Two attached as document with e mail and also two with hard copy.

Annexes

CWAPH
CWAPH Exec meeting
Wednesday April 13th 2011

PRESENT

██████████████
███████████████
██████████████

APOLOGIES

███████████████
███████████████
██████
█████████████

████████ and █████████, *deputising for their reps were welcomed to the meeting.*

Minutes from last meeting read and approved subject to addition of ████
█████ in the list of attendees.

Matters arising

- LLE update: invitation has now been sent to all heads re briefing on May 11th . Unfortunately this clashes with KS2 SATs but is arranged by the National College and not locally.
- Headspace project: all heads of schools with 10 pupils or less have now been invited to attend a briefing on May 24th

AGENDA items:

█████████████

SBSA:

Presented SBSA document in draft form. Exec requested that one costing is checked as the increase seemed very high.

Document should be in schools around 6th May and to be returned by end of June. This is earlier than in previous years but gives heads time to consult with governors. The same Excel spread sheet will be used this year so the format will be familiar.

Returns will be costed out over the summer and journals issued in the Autumn Term.

Governance issues:

Exec raised questions about clerking services, no pre-briefing for chairs like we used to have and the Director's report.

████ took on board issues around lack of experience etc of clerk but it is a completely new team and training and development is happening so that clerks can add value to governing body meetings. The briefings for clerks and chairs have stopped but ███ will take our concerns back. ███████████ prefers to

keep to his report format and this is supported by the Strategic support Communication that is issues termly and indicates where responses or decisions by governing bodies are required.

Question asked about what happens if schools choose not to buy back clerking services. What support is available for the school clerk? Pat responded that schools could buy back just clerk support.

There is a proposal in the latest restructure document for governor services to move to the Achievement and Wellbeing Service.

Critical Incidents:

The latest communication to schools, 'The Pink Book', has some errors in the contact details but the policies etc are up to date. Amendments will be issues very soon.

The dedicated phone line and email for 'people' issues is almost ready to go live and will be manned on a rota system and out of hours. A response team has been trained and the most appropriate person will support schools in the event of an incident.

Work still needs to be carried out around the definition of a critical incident. █████████ offered to share some work her school has done in this area with ██████ and ████████

Intranet:

Pat is aware that the Intranet and Internet sites are confusing and we waste a great deal of time trying to find things. This is being addressed.

Exec requested a direct route in for schools as there used to be on the Cheshire County Council site. ██ to report this back.

Admissions:

Letters will be sent to parents on 28 April indicating allocation of school place. There have been 3745 applications this year, an increase on 3724 of last year. There is a crush in Chester where there are insufficient places to meet the demand. Currently 27 children have not been offered 1st, 2nd or 3rd choice. Some schools have been contacted about increasing their PAN on a temporary basis. LA also has to ensure surplus places for appeals and in year admissions.

The PCT have now agreed to share live birth data and this will assist in future years' planning.

Exec responses:

Raised concerns about raising of PAN because of the longer term effect on a school.

If LA has to provide transport out of area this incurs additional expense for some time.

Seems to be lack of consultation between SEN teams and admissions around placements for an SEN child and a sibling being allocated different schools. ██ to investigate.

Children's Centres:

The proposals about changes are in the public domain. Plan is for 5 or 6 central centres with some satellite centres. Consultations are underway.