OUGHTON PRIMARY & NURSERY SCHOOL

Curriculum Policy

Policy Approval Date: September 2026 (originated Sept 2014)

Approved by the Governing Body. Please see minutes dated September 2026.

Review Date: Autumn 2028

This policy should be read in conjunction with the Learning and Teaching Policy, Assessment Policy and SEND Policy.

Our Curriculum – Purpose and Intent

At Oughton, we provide a broad and balanced curriculum, which focuses on equipping our pupils with the knowledge, skills, vocabulary and life experiences required for the next stage of their education. We feel passionately that all pupils have the right to succeed and should be developed to become enthusiastic and lifelong learners. We aim for them to make links between areas of learning, retaining and recalling information. We strive to achieve this through a curriculum, which is fun and enjoyable, engaging children and providing them with long term memories. We believe that at our school it is essential to provide pupils with systematic teaching of key skills, enriching their lives with powerful, cultural, life experiences and a key focus on understanding and applying vocabulary. We strive to inspire children to develop their future and consider life choices and careers for the future.

This policy follows *The National Curriculum 2014* and *Herts for Learning (HfL)* guidance.

School Improvement Priorities 2024/2025

Quality of Education - Curriculum

- Within the curriculum - ensuring work is accessible and progressive in order to accelerate progress, and in turn improve outcomes for all children especially vulnerable groups (PPG / SEN in particular) in Reading, Writing, Maths and SPAG in order to meet and exceed National Averages – for all groups (SEN / PPG in particular) of children (Implementation and Impact).
- Continued development of subject leadership –enhancing the curriculum to raise the level for all groups of children (focus of Reading / language within all subjects).
- Focus on progress and effectiveness of interventions within English in particular.

- Focus on retention skills (Oughton need) in order to improve outcomes.
- Engagement of Parents within the Curriculum to support learning, especially in reading / language.

Personal development:

- widening life experiences (Oughton Need) & Aspirations of all children.

Behaviour & Attitudes:

- Improvement of relationships and provision within classes in order to improve behaviour and reduce suspensions – internal and external (Key groups SEN / PPG identified).
- Attendance: key groups & individuals – this includes engagement in learning as well as in school attendance (PPG children focus).

Leadership & Management:

- Clear monitoring of key groups of children to ensure ambitious vision for providing high-quality education and curriculum to all pupils – ensuring work is accessible and shows progress.

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Ofsted March 2023:

- Knowledge and vocabulary to be precisely identified. Leaders need to ensure that, in all subjects, they identify the important knowledge and subject-specific vocabulary that pupils should learn so that teaching of the whole curriculum is highly effective.
- Leaders need to ensure that all pupils read books that are well matched to their phonics knowledge to enable all pupils to read accurately and develop fluency.

Relationship to other policies

The school policy on the curriculum takes into account both current statutory and advisory document. This includes equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment plus the SEND (Special Educational Needs and Disabilities) Code of Practice and Supporting Pupils at School with Medical Conditions.

This document ensures equal access for all and works alongside our SEND Policy.

Roles and responsibilities of the curriculum: Headteacher, SLT, Governors and other staff

The **Headteacher**, **Senior Leadership Team** and **Subject Leaders** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum follows guidance.

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve.
- Teaching and learning is monitored through data analysis, observations, discussions with pupils and work / planning scrutiny.
- The Governing Body is involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on targets set in order to make informed decisions.

Other **staff** (Teachers and Teaching Assistants) will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- they consider the advice of the Headteacher when setting targets.
- progress towards annual targets is monitored.
- National Curriculum tests and teacher assessment results are published following statutory guidance.
- Parents and Carers receive timely reports on the progress of their child against clearly defined expectations.
- they participate actively in decision-making about the breadth and balance of the curriculum.
- staff understand that political issues must be presented to pupils in a balanced way, following the National Curriculum 2014.

Arrangements for monitoring and evaluation

The Governing Body will receive regular updates from the Headteacher on:

- the standards reached in English, Maths and Science, by every year group, against national averages and similar schools where possible.
- the standards achieved at the end of each Key Stage (including the current tests for Phonics screening in Year 1 and 2 plus Year 4 Multiplication Tests) by gender and ethnicity, compared with national and local benchmarks.
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable.
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils.
- the evidence of the impact of external intervention and support and national strategies on standards.
- the views of staff about the action required to improve standards.
- the nature of any parental complaints.

The Governing Body will receive regular updates from their link subject leaders.

We use our own assessment system for each curriculum area linked to the National Curriculum and age-related expectations. Each curriculum leader analyses the data received. This information for Maths and English is shared with Governors on a termly basis. Other Subject Leaders share their analysis with Governors annually.

The role of the Curriculum Subject Leader

Each curriculum subject has a leader or a team who works to ensure that the curriculum reflects coverage and progression in each year group. Subject leaders monitor planning, work and displays across the school, giving feedback to staff and Senior Leaders. Core curriculum subject leaders are involved in the monitoring of teaching and learning. Subject leaders produce a yearly action plan submitted to the Headteacher and Governors as part of the School Improvement Plan, which is reviewed. Subject leaders liaise with link Governors during the school year.

The role of the class teacher

A class teacher plans for their class following the National Curriculum (NC) and plans given by Subject Leaders or produced by HfL or a scheme, which follow the NC. Each lesson is planned to incorporate objectives, discussing successful learning with the class, adaptations for children regarding their needs, activities, Teacher Assistant support and plenary. Planning is monitored by leaders.

National Curriculum Subjects

English, Mathematics, Science, Computing, History, Geography, Design and Technology, Art, Music, PE and RE are all National Curriculum subjects taught at Oughton Primary and Nursery School throughout Key Stage 1 and 2. Modern Foreign Languages (French or Spanish) is taught in Key Stage 2. We teach PSHE (Personal, Social, Health, Education) across the curriculum and through Jigsaw Programme. We teach the foundation subjects, alongside Maths and English where linked, through a creative curriculum approach. We encourage our home school partnership through 'Wow' events, inviting Parents and Carers into school as part of topics.
We make links between the subjects wherever possible, giving pupils the opportunity to apply skills and vocabulary in a variety of contexts.

English

'Speaking, listening and reading are the building blocks from which high-quality writing emerges.' Mary Myatt

A high-quality education in English will teach children to speak, read and write fluently and enable them to participate and flourish fully across the curriculum and in life. At Oughton, we strive to promote high standards of English, by equipping children with a strong command of the spoken and written word and develop their love of literature, through widespread reading for enjoyment.

We aim to ensure children:

- appreciate our rich and varied literary heritage and vocabulary.
- acquire a wide vocabulary, understanding and knowledge of grammar.
- use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.
- are able to make formal presentations, demonstrating to others and participating in debate.
- are competent in the arts of speaking and listening and drama.
- develop the habit of reading widely and often, for both pleasure and information.
- read fluently, with good understanding.
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work. We also use Word Aware to promote language and vocabulary use across all curriculum areas.

We teach English throughout all lessons, including a defined English lesson. Guided or Shared Reading occurs daily outside the English session and is based on a series of activities during the week within each class. As well as Guided Reading, all children have an individual reading book matched to their level of independent reading – they take this home and are encouraged to read it there as well as to adults at school. Rewards are given to those who read at home to encourage them to maintain this and to develop a whole school love of reading.

We teach Phonics using a synthetic Phonics programme based on Little Wandle from Early Years Foundation Stage. This continues until Year 2 and into Key Stage 2 where needed. Grammar and spelling are taught following the National Curriculum throughout all lessons.

Progression of handwriting is taught and high expectations regarding presentation are instilled across all curriculum areas. Key Stage One focuses on clear letter formation, with the expectation that handwriting is joined by Upper Key Stage Two.

The National Curriculum 2014 outlines what we teach in each year group. We follow the Herts for Learning Essential plans to teach our English lessons. The short-term plans (daily) give details of the main teaching objectives for each unit and show what we teach and how, including key vocabulary and skills to be covered.

We use HfL (Herts for Learning) assessment levels as guidance to show progress and attainment. On-going assessments are used and are moderated within school and with other schools to ensure consistency.

Maths

At Oughton, we understand that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the wonder of mathematics and a sense of enjoyment and curiosity about the subject.

We aim to ensure children:

- become fluent in the fundamentals of mathematics, through varied and frequent practice, with increasingly complex problems over time.
- develop an ability to recall knowledge and apply arithmetic rapidly and accurately.
- reason mathematically by following a line of enquiry, identifying relationships and using mathematical language to explain.
- understand, retain and apply mathematical language.
- solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Maths is taught following the National Curriculum 2014. We have adopted planning to focus on short tasks and main tasks, with application tasks within the lesson. Maths lessons are interactive to ensure that all children enjoy and participate in their lessons. Different strategies are taught throughout the school – see Calculation Policy. We follow Herts for Learning Mathematics Essentials planning and we use a variety of resources to help support the learning in Maths. We are using the Herts for Learning assessment format as guidance, to show progress and attainment in Maths.

Science

At Oughton, we know that Science is essential in today's society for future prosperity. Science teaching at Oughton aims to provide all children with a strong and secure understanding of the world around them. Children will develop the skills needed to enable them to think scientifically, gain an understanding of scientific processes and the uses and implications of Science today and in the future.

The knowledge of Science is taught through the teaching of Biology, Chemistry and Physics. Scientific enquiry skills are embedded in all topics taught at Oughton and key skills are developed as the children progress each year. This allows them to build

upon knowledge gained in previous years and ensures it is retained into the long-term memory. Specialist vocabulary is taught during each topic and the children are encouraged to use new vocabulary inside and outside of the classroom. The skills of observation, planning, investigating and concluding using scientific vocabulary allows them to become independent learners and question the world around them.

We aim to ensure children:

- develop an interest in the world around them.
- learn and retain key scientific knowledge and vocabulary.
- have regular opportunities to carry out experiments and develop investigative skills.
- are confident in asking, discussing and answering scientific questions.

We are using the Herts for Learning assessment guidance to show progress and attainment in Science.

Religious Education

'No one is born hating another person because of the colour of his skin or his background or his religion.' *Nelson Mandela.*

At Oughton, we believe that Religious Education (RE) plays a vital role in preparing children for life in modern Britain by fostering respect, empathy and curiosity. We follow the Hertfordshire Agreed Syllabus, supported by the Jigsaw RE scheme, which is designed to promote critical thinking, personal reflection and open-minded enquiry.

Through Jigsaw's approach, we aim to ensure that children:

- learn about a range of religions and worldviews, exploring similarities and differences through engaging lessons, artefacts, discussions and real-life experiences such as visits to places of worship and visits from faith representatives.
- reflect on their own beliefs and values as well as those of others, helping them to build a strong sense of identity and belonging.
- understand how religious and non-religious beliefs influence people's lives, behaviours and traditions around the world.
- develop skills of enquiry, interpretation and respect, becoming thoughtful, compassionate citizens who contribute positively to a diverse society.

RE at Oughton supports spiritual, moral, social and cultural development, encouraging children to ask big questions and consider their place in the world.

Computing

We believe that a high-quality, language-rich computing education is essential to support children in their computational thinking and creativity. At Oughton, we ensure that pupils become digitally literate and are able to express themselves as active participants in a technologically advanced world.

We aim to ensure children:

- can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms and have repeated practical experience of writing computer programs.
- can evaluate and apply information technology to solve problems.
- are competent, confident and creative users of information and communication technology.
- are responsible for themselves and others' safety when using all forms of technology.

We use computers and technology to support learning across the curriculum. We are following the National Curriculum which identifies the programmes of study for each year group. We use the Herts for Learning system for assessment. We ensure that e-safety is a key focus area within school. All staff and pupils are to adhere to the Online safety Policy (see separate policy). We also aim to support Parents in online safety.

History

At Oughton, we provide a broad History curriculum, using the Collins Primary Connected History scheme. It provides children with a chronological narrative of the British Isles, from the distant past to the present day, thus gaining an understanding of their own cultural heritage. This will run alongside study of the great civilisations of the past. In our History curriculum, we are dedicated to inspiring children's curiosity and providing them with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective. Children will have access to a wide range of historical sources, which will include living history and trips, which will not only drive their analytical thought, but also provide high level historical vocabulary, which the children can take with them into later life. In addition, we will ensure that, through historical study, the children will understand the links between societies and the complex influences on people's lives; how a change on a political, military or national level can affect a community. Our curriculum, which I linked to will also expose the children to the effects of societies on one another: how no historical society existed in isolation, how civilisations changed over time and how their own culture was influenced by other societies. Finally, the children will gain an understanding of the role of their local area in wider British and Global events, how they affected Hitchin and what Hitchin offered during these periods of turmoil.

We aim to ensure children:

- understand how events in the part have influences life today.
- experience quality historical sources including living history and visits to places of significance.
- develop curiosity and an interest in the past, showing respect for others, in order to inform the future.

Geography

We believe that a high-quality Geography education inspires a curiosity and fascination about the world we live in and develops contextual knowledge of the location of globally significant places – both terrestrial and marine. At Oughton, we enable children to understand the processes that give rise to key physical and human features of the world and how these are interdependent and how they bring about spatial variation and change over time, including the climate change and our impact on the world. Throughout their time at Oughton, children have opportunities to develop an interest in Geography, which increases their understanding of their local environment and beyond.

We aim to ensure children:

- develop contextual knowledge of their immediate location and beyond, including their defining physical and human characteristics.
- understand the processes that give rise to key physical and human geographical features of the world.
- become confident in a range of geographical skills, including fieldwork, to enable them to ask and answer questions, interpret different sources and analyse a range of geographical data.
- communicate geographical information in a variety of ways.
- expand and deepen their understanding and use of Geographical vocabulary.

We follow Collins Primary Connected Geography scheme of work, which follows the National Curriculum to cover these aims.

Music

'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.' Plato

At Oughton, we aim to inspire children to develop a love of music and grow as musicians through multi-faceted musical opportunities. We provide these opportunities in class, through whole school singing assemblies, additional tuition, partnerships and extra-curricular activities. We strive to provide enriching life experiences through live musical performances and workshops to inspire the children.

We aim to ensure children:

- perform, listen to, review and evaluate music across a range of periods, genres, styles and traditions.
- learn to sing and use their voices to create and compose music.
- have the opportunity to learn a musical instrument.
- understand and explore how music is created, produced and communicated.

- develop a musical vocabulary.

We follow Charanga, scheme of work, which follows the National Curriculum, to cover these aims.

Design Technology

'Good buildings come from good people, and all problems are solved by good design.' Stephen Gardiner.

We follow the National Curriculum through using Kapow, a scheme of work which is a high-quality Design and Technology curriculum. DT makes an essential contribution to the creativity, culture, wealth and well-being of the nation. At Oughton, children are given opportunities to design and make products that solve real and relevant problems while building up their resilience. They learn how to take risks and become resourceful, innovative, enterprising and resilient citizens. During the research stage, children have opportunities to learn about real life designers.

We aim to ensure children:

- develop the creative, technical and practical expertise needed to perform everyday tasks and to participate successfully in an increasing technological world.
- develop a wealth of DT vocabulary.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make products.
- critique, evaluate and test their ideas and products.
- understand and apply the principles of nutrition and learn how to cook.

We follow the Health and Safety 'Make it Safe' document produced by DATA (Design and Technology Association).

Art

'Every human is an artist.' Don Miguel Ruiz.

Art should inspire pupils, meaning that they can explore techniques with no limits, giving them the opportunity to create without judgement. The Kapow curriculum provides pupils with concrete evidence of their knowledge and skills which gives our pupils a clear view of their progress. A main focus is the teaching of an artist, their work, context and influence. We encourage pupils to reflect and think critically about artwork. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and different times and cultures. They also learn how Art contributes to the culture, creativity and wealth of our nation.

We aim to ensure children:

- produce creative work, exploring their ideas and recording their experiences.

- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and appreciate creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- are exposed to and experience art in the world, developing their individual interests.
- develop their vocabulary of art terms and processes.

We follow the National Curriculum through using Kapow, a scheme of work.

Physical Education

Get Set 4 PE is a high-quality Physical Education curriculum, which follows the National Curriculum to inspire all pupils to participate, succeed and excel in competitive sport and other physically demanding activities. At Oughton, we are committed to providing opportunities for children to become physically confident and compete in sport and activities which build character and embed values such as fairness and respect, regardless of ability, gender or race. We also recognise that Physical Education is essential in leading a healthy life.

We aim to ensure children:

- develop confidence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and team activities.
- lead healthy, active lives.

We promote the participation of PE activities outside of learning hours, through clubs and activities during the dinner times and after school. Our Sports Premium Strategy Plan details our focus and aims regarding funding and driving improvements in achievement within PE.

For PE Safety guidance please see Appendix 1.

Modern Foreign Languages

'The limits of my language are the limits of my universe.' Ludwig Wittgenstein

Learning a foreign language is essential and it provides an opening to other cultures and liberation from insularity. At Oughton, we teach French in Key Stage 2 and provide an appropriate balance of spoken and written language, enabling children to communicate for practical purposes, understand and respond to its speakers and express ideas.

We aim to ensure children:

- understand and respond to spoken and written language from a variety of authentic sources.

- speak in sentences with increasing confidence, fluency and spontaneity, using familiar vocabulary, phrases and language structures.
- develop accurate pronunciation and intonation so that others understand them.
- write for different purposes, using the variety of grammatical structures they have learnt.
- engage in conversations, ask and answer questions, express opinions and respond to others.

In Year 6, we will also be exploring Spanish in preparation for Secondary School in order to support transition.

Personal, Social, Health Education

PSHE provides a foundation for children's learning and development as well as their wellbeing. At Oughton, we value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. We aim to develop them to become lifelong learners. We use the Jigsaw Programme to enhance our PSHE curriculum, which aims to improve the children's capacity to learn across the curriculum and could ultimately improve their life chances. We teach the children to understand and respect British Values and our Oughton LIFE values – Learning, Inclusion, Friendship, Enjoyment for Everyone. All pupils can achieve and we support them to develop a growth mindset with no limits on their learning.

We aim to ensure children:

- value themselves and others.
- form positive relationships.
- make sensible choices.
- communicate effectively with others.
- take an active role in the community.
- become healthy and fulfilled individuals.
- improve their social skills to better enable collaborative learning.

The teaching of personal, social and emotional development is supported across the curriculum. The children are encouraged to take an active part in school life and the community through the School Council, workshops, projects, speakers and visitors to the school and visits out of school.

The Early Years Foundation Stage *(Nursery and Reception)*

'The goal of early childhood education should be to activate the child's own natural desire to learn.'

At Oughton, we believe that every child deserves the best possible start to life and that high quality early learning provides the foundation children need to make the most of their abilities and talents as they grow up.

Our greatest consideration is the children's individual needs, interests and stage of development and we use this to plan challenging and enjoyable experiences for each child in all areas of learning and development. Our children have rich opportunities to play and explore, actively learn, create and think critically.

Learning through play and teachable moments

At Oughton, we aim to provide a balance between child-initiated play and adult-led sessions. We offer a broad range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Staff are aware of the benefits of sustaining a dialogue with the children either individually (responding to questions and asking open questions) or as a group (with shared thinking themes threading through the routines of the class).

Overarching Principles
The following principles guide and shape practice in our Nursery and Reception classes:

- Every child is a unique child, who is constantly learning.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments.
- Children develop and learn in different ways and at different rates.

Our curriculum is planned by staff to meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage September 2021.
There are seven areas of learning and development, each important and interconnected.

Prime Areas

The three prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Communication and Language
We are committed to giving our youngest children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development
We provide opportunities for the children to be active and interactive; and to develop their co-ordination, control, and movement. They are helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, Social and Emotional Development

We are dedicated to helping our children develop a positive sense of themselves and to form constructive relationships. They learn how to manage their feelings and to understand appropriate behaviour.

Specific Areas

The prime areas of learning and development are strengthened and applied through four specific areas.

Literacy
At Oughton, the children are encouraged to link sounds and letters and to begin to read and write. They are given access to a wide range of reading materials to ignite their interest.

Mathematics
We provide opportunities for children to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.

Understanding the World
We guide children to make sense of their world through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design
We encourage children to explore and play with a wide range of media and materials. They have many opportunities to express themselves through art, music, movement, dance, role-play, and design and technology.

Monitoring and Review

The Senior Leadership Team are responsible for monitoring the curriculum. Subject Leaders also monitor their individual subjects. Governors also have a key role, in working with Senior and Subject Leaders who monitor the curriculum.

References

Early Years Foundation Stage Framework:
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
National Curriculum:
https://www.gov.uk/national-curriculum
Equality Act 2010
SEN Code of Practice 2015
National Curriculum

Appendix 1

PE Safety

- **Clothing and footwear -** In order that pupils can work safely appropriate P.E. kit must be worn. For indoor activities pupils will wear black shorts and a white T-shirt. For outdoor activities pupils will change and wear clothing appropriate to the activity and the weather. Pupils must wear the appropriate P.E. kit for extra-curricular activities. All P.E. kit should be clearly labelled with the pupil's name. Pupil's footwear should be appropriate to the activity undertaken. Dance and gymnastics should be carried out in bare feet, unless there is a given reason (e.g. untreated verruca). For games, athletics and outdoor activities appropriate footwear should be worn (e.g. plimsolls, trainers). In all instances, footwear should be tied up correctly in order to avoid accidents.

- **Jewellery -** Staff and pupils should remove all jewellery, including earrings. They can be stored in the classroom although staff are not liable for any lost or damaged belongings. In cases where these cannot be removed (due to medical or religious reasons) they should be taped up safely by the pupil or Parent.

- **Changing -** Staff should be changed for P.E and wear appropriate clothing. Pupils must change into their kit as quickly as possible, with adult help if required. Children should not be left in classroom changing without adult supervision.

- **Staff supervision -** Staff should be present in the vicinity of the changing and working areas at all times when pupils are present. It is each member of staff's responsibility to ensure the safety of pupils. A qualified teacher should always supervise unqualified student teachers when delivering P.E. sessions.

- **Carrying equipment -** Pupils should lift, carry, assemble and check apparatus correctly to ensure a safe environment for all. There should be the correct number of pupils carrying equipment and they should be facing the correct way. Children should always bend from the knees when lifting. **Staff** must check all equipment set up before the children begin to use the apparatus.

- **Wall Bars** – Staff to set up the wall bars and check they are secure before the children use them.

- **Non-participation -** Pupils who cannot participate in lessons should inform their class teacher. Notes should be written by Parents/Carers explaining the reason for non-participation. Medical advice will be sought if a pupil continues to miss PE lessons due to a medical reason. All pupils who cannot participate in lessons must remain with their class and should be integrated as fully and effectively as possible into lessons. They can take notes on the activity; they can also help with basic assessment of their peers.

- **Medical and First Aid -** Teachers will know of children with specific medical conditions and will have access to the required treatments. All required medication will be on hand in lessons.

- **Emergency procedures -** If an emergency occurs a child is sent to alert the school office and/or head teacher. Risk assessments include details of emergency procedures for any outside school activities. At the swimming pool the teacher will notify the Headteacher of the action taken by the staff.

- **Off-site outdoor and adventurous activities -** When planning outdoor and adventurous activities off-site staff follow our Off Site Visit Policy and use Evolve. We liaise with our Off Site Visit Co-ordinator.

- **Supervision of Swimming Pools -** There are strict guidelines on health and safety in and around swimming pools. The school follows the guidance of the County Council – Safe Practice in School Swimming and Hitchin Swimming Pool.

Health and Safety - If a member of staff is unsure of any aspect of Health and Safety in P.E. they should consult the P.E. subject leader.

We follow the guidance of **Safe Practice in Physical Education, School Sport and Physical Activity.**