



St. Patrick's Catholic Primary School

Geography Policy

Written by	Updated
Senior leadership team and Curriculum leader for Geography	March 2022



The National Curriculum states that:

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

Intent

Our curriculum for geography aims to ensure that all pupils are taught locational knowledge, place knowledge, human and physical geography and the skills and fieldwork to apply this knowledge.

The progression framework shows the key knowledge and skills which the children will be proficient in by the end of each year group. These are taught through topics which allow the children to apply their skills by answering an enquiry question.

Implement

Planning

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 and Key Stage 2 are following the Rising stars programme of study which guides the planning, teaching and assessment of pupil’s work. Clear differentiation is built into plans and the needs of all children are planned for, including those with Special educational needs and more able children. Geography offers many opportunities for cross-curricular work. Teachers identify the opportunities in their planning to support the development of these skills. Learning in geography is enhanced through the Art and DT within the curriculum

As part of the planning process teachers need to plan the following to ensure knowledge and skills are embedded:

- A knowledge organiser which outlines the key knowledge and vocabulary for each topic area allowing the children the master and apply the knowledge in lesson
- Pre and post learning activities which assess prior knowledge and gained knowledge
- Flashback quizzes which recap previous learning from the previous lesson, week, month and topic or group.
- A series of lessons which plan for progressions building on prior knowledge from previous year groups and key stages. These lesson focus on knowledge and skills
- Enquiry questions ensure children are able to use and apply their knowledge.
- Trips and visitors are used appropriately to enhance the learning



- Book based learning opportunities are provided to fully immerse the children in the topic area and provide a range of cross curricular writing opportunities

Presentation

The date and learning objective should be written or stuck in to indicate the new day's learning, this should be stuck in.

Marking and Feedback

At St Patrick's, we believe that marking is about responding appropriately to children's work. Evidence of this response can be found in pupils' books and on display, but much of the Foundation Stage and Key Stage 1 work is practical and much of the response is verbal. A great deal of verbal praise is given. Staff use their professional judgement in a constructive way when working with young learners to take them forward. From the evidence of the pupil's performance in all aspects of the curriculum, staff ask:

What does it tell us?

How can we use it?

What are we going to do next?

The purpose of our marking is to:

- Provide feedback to aid learning
- Give direction towards the next step in learning
- Achieve continuity in our responses throughout the school

Marking

- is carried out regularly
- may indicate strengths and areas for development
- is accompanied by verbal support and positive body language
- shows that the pupil's work is valued and provides opportunities for praise
- plays an integral part in classroom activities
- informs future planning and sets targets
- is consistent throughout the school
- will inform parents and other staff
- will relate to the intention of the lesson
- ensure any comments are in the handwriting style of the school
- Show that the teacher has reviewed the work

EEF 'There is little high quality research to suggest that extensive or detailed marking has any significant impact on learning'

Please see the Marking and Feedback policy for further details



Teaching and Learning

Teaching Strategies (Quality First Teaching)

Each of us is unique in the way we experience life and respond to events. There are as many different ways of learning as there are children in our classroom. Because of this we need to use a range of teaching methods to try and ensure 'personalised learning'. We are committed to 'Quality First teaching', where we meet the needs of every child.

The strategies used in our school are:-

Whole class teaching	Talk less teaching
Challenge and support	Think, pair, share. Peer marking.
Paired learning	Self assessment.
Team / Group learning	Practical activities / creativity
Individual learning	Investigative / problem solving
Open questions	Exposition / modelling
Closed questions	Real life thinking / problems

Indoor and Outdoor learning and teaching

It is seen as very important to employ a wide range of teaching strategies. However, emphasis is placed on direct teaching, demonstrating, modelling and strategies to be learnt, and the use of skilful questioning in order to develop understanding.

Each classroom has a Topic display which contains key vocabulary, **Homework**

Assessment (Formative and Summative)

Assessment for Learning (Formative assessment) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Within our school staff are knowledgeable and skilled users of strategies for day-to-day assessment in the classroom including:

- Questioning
- Observing
- Discussing
- Analysis of work
- Checking children's understanding (Pre-teach tasks)



Assessment is used to inform medium and short term planning and children are engaged in the assessment of their own learning. Daily assessments of children are made and those identified as needing extra support are given interventions on the same or the following day.

Regular teacher assessments of children's progress are made against the national curriculum. At the start and end of each block of learning an assessment is completed to assess what is known in the beginning and at the end.

In Early Years Foundation Stage pupils summative assessments are completed at the end of each term. It is recorded that pupils are either 'On track' or 'Not on track'. Pupils are assessed in Nursery against the 7 specific and prime areas of learning and in Reception against the 17 early learning goals.

At the end of each term the children are assessed against year group objectives and data is input onto Eazmag. Children are assessed as one of the below criteria

Below the standard (BLW)

Working towards the standard (WTS)

At the expected standard (EXP)

Above the expected standard (GD)

Parental involvement

A newsletter is sent to parents on a half termly basis. This contains information about the current areas of learning in maths and any vocabulary which is going to be used. Parent workshops are offered throughout the year. Parents meetings are held twice a year. During this meeting, parents are advised on areas of maths which their child needs to work on. At the end of the year, assessments are reported to parents through the end of school year report.

Leadership and Management

The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.



The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

The Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended Maths insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily numeracy lesson. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

Partnership with Parents

Liaison with parents is important in order for them to help children with their learning. Parents are informed regularly about the school's approach to Maths through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports and Maths target setting. Parents are encouraged to support and become involved in their children's learning through homework activities.



Impact

Monitoring and Evaluation

The children are able to know more and remember more

Lessons are observed by the Headteacher and Coordinator

Work analysis is carried out by the Coordinator throughout the year

A thorough analysis of SATs and assessment data

Teachers' planning is monitored termly

Books are scrutinised termly