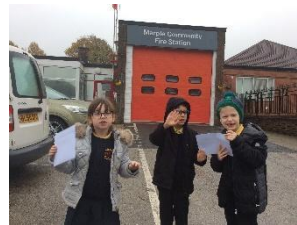




Topic Position Statement  
October 2022

*The Topic curriculum intent is to promote the subjects of Geography, History and Art and Design through the exploration of creative and meaningful learning opportunities tailored to our children’s individual needs. Topic at Lisburne is intended to support the children’s understanding of their wider world and encourage the development of key skills that will stay with them on their journey through life.*



The teaching of Topic at Lisburne is delivered through a cross-curricular approach with every class following a whole school topic theme each term. Each class then chooses their own key question to explore linked to the topic theme.

**Our Topic Themes**

	Autumn	Spring	Summer
<b>Year 1</b> 2022-2023	 Fantasy and Adventure	 Outdoors	 Children's choice
<b>Year 2</b> 2023-2024	 Food	 Journeys	 Children's choice

Topic is taught through multisensory sessions which are adapted and individualised to meet the needs of each child. This teaching approach is fundamental in order to ensure that sessions are creative, engaging and meaningful as well as ensuring inclusion for all pupils across the school no matter what their ability. Our Topic themes are carried out on a two year cycle and they provide the stimulus for the teaching of Art and Design, communication, engagement, PSHE and, where appropriate, History and Geography. Through the teaching of Topic we also strive to promote child-led learning by allowing pupil voice to influence lesson planning.

**Attainment**

Individual work books follow the ‘3 I’s’ showing a clear intent, implementation and concluding with an impact grid highlighting each child’s personal progress throughout the year.

At the end of the academic year, tracking are completed to show what individual children have encountered, participated or achieved throughout the year. This is then passed onto the next teacher to aid planning, ensuring progress is promoted and any gaps are identified.

### **Curriculum**

The Topic HUB looked at the appropriateness of topic particularly when focussing on our pre- national curriculum level learners by exploring communication, engagement and PSHE as providing prerequisite skills to support children to progress in subjects such as History and Geography. As a result of this, children working below the 'Engage level' on our progression of skills grids now predominantly focus on Art and Design, Communication, PSHE and engagement targets during topic sessions. These children will experience relevant aspects of History and Geography through their topic sessions, but they will not be the main focus.

When investigating the teaching of Topic, the Topic HUB sought staff and pupil voice to ensure that the planning and teaching of Topic was appropriate, relevant and engaging for all learners. This was done through staff questionnaires and meetings as well as school council meetings with the children.

The Topic Hub have also worked to develop a consistent approach when recording Topic. All classes who follow the subject specify, formal curriculum have individual work books which begin with a topic overview and end with a photo of the 'Working Wall' Topic display and an annotated impact grid, showing activities and progress made throughout the term. All non-subject specific, pre-formal curriculum classes and EYFS classes keep a record of their learning on Tapestry and through their 'Working Wall' Topic displays.

Enrichment learning opportunities have been able to resume since the easing of the COVID restrictions. This has enabled children to engage with the community to transfer and embed the skills learnt during Topic sessions. The budget for this was provided by the topic hub, Friends of Lisburne and the PSHE HUB.

### **Planning**

Topic planning is child centred and provides a wide range of learning experiences and opportunities to ensure breadth of study and cross-curricular links. Topic overviews are shared with parents in all classes and a pre- topic homework task is set. Teachers were provided with support and guidance to provide ideas for broad and creative approaches to link to the topic themes. All teachers have completed the whole school Topic tracking document and have recorded their key question for the term so that the Hub can monitor the breadth of coverage across school.

Book looks, learning walks and work scrutiny have been completed throughout 2021-22

### **Subject Knowledge**

Staff subject knowledge and confidence varies across school. The HUB has identified where the areas of strength are and plan to share good practice by pairing classes up.

Staff are supported through the use of subject progression tools to enable them to ensure they have sufficient breadth of coverage. Topic ideas have been shared to support staff's creative approach to planning.

Through the use of learning walks and book looks the Topic HUB have been able to gather evidence of the impact of Topic across school. This allows the HUB to analyse strengths and areas for development across school and to set appropriate targets and training opportunities.

### **Assessment and Target Setting**

Formative and summative assessments are completed by teachers throughout the topic with next steps highlighted through recorded evidence.

Throughout this academic year the use of intent, implementation and impact with next steps has developed within individual work books and are consistent across school.

### **Monitoring**

The HUB has completed book looks, learning walks and work scrutiny to ensure evidence is updated and annotated. Book looks were completed with class teachers so that discussions could be had about strengths and areas of development there and then.

In addition, informal lesson observations to monitor learning in action, allowing the HUB to gain a clear insight of the topic provision across school.

### **Resources**

The HUB provides an outline of the topics throughout the year (2 year cycle) and provide a budget to allow classes to suitably resources their topic areas. Classes are provided with a £ 7 per child per topic budget, to provide resources and experiences linked to the topic. The impact of this will be monitored through learning walks, book looks and classroom activities.

Enrichment activities have recommenced. This is identified as a vital part of our Topic teaching and learning, therefore an additional budget has been provided to support a trip linked to each topic. This will allow teachers to provide children with an experience linking to the topic whilst exploring the wider community and generalising the children's learning.

### **Key issues for improvement**

1. Embed the focus of teaching Topic through communication and engagement for our pre-national curriculum level learners.
2. To enhance the profile of Topic with all stakeholders.
3. To ensure consistency and high standards of teaching in topic across all classes.