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P.F.E.G.

Assessing Knowledge & Understanding

Cumulative Quizzing

Through the use of Kapow quizzes, teachers can assess pupil knowledge during and at the end of each module of work. Through out each module, pupils continually revisit previous content and quizzing to reinforce knowledge and vocabulary.

At the end of the module, pupils take another quiz to check their understanding and knowledge. End of module results aim for a 80% retention by most pupils.

Quality Assurance of Outcomes

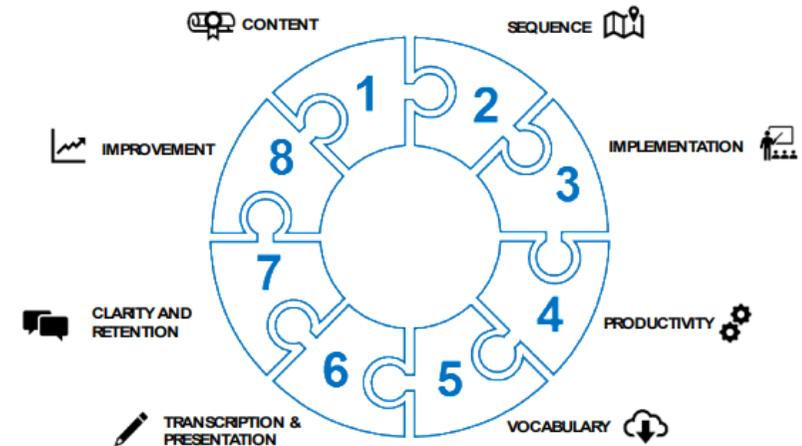
Evidence of outcomes are collated on the shared school network. Teachers share examples of pupil work through links, documents and photographs. The subject leader then uses these as a prompt for discussion with children.

The discussion will check that pupils have acquired the appropriate knowledge and understanding through questioning centered on the work.

Quiz presentation - Y4: Economic wellbeing



QUALITY ASSURE books through studying:





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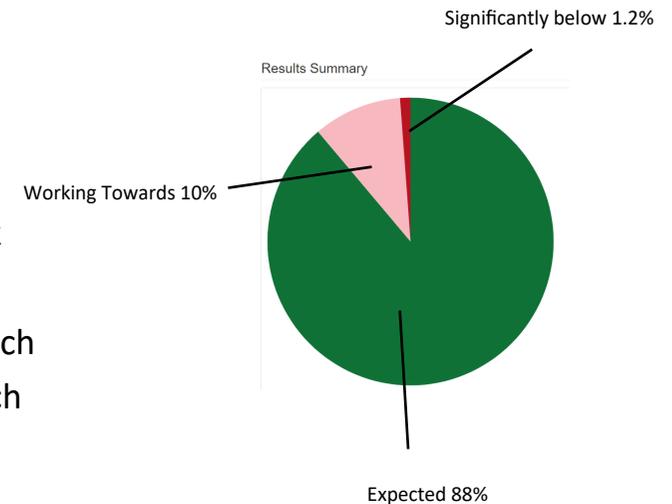
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Ongoing Assessment

Teachers assess pupils throughout each module using the outcomes of quizzing. This allows teachers to monitor pupils and inform planning for subsequent sessions. Pupils who require support are identified early and given further support through the subsequent sessions.

FLiC Assessment

At the end of each module of work, quiz results, examples of work and observations are used to inform judgements which are then recorded in an online mark book (FLiC). This record is added to each term to inform an annual summative judgment in Computing which is reported to parents. It also allows the subject leader to identify areas of strength and areas for development across the school.



This pie chart shows the whole school attainment for Computing. This can be broken down in to specific year groups, modules or other groups.

Search:

Objective	Number	Expected+	Significantly Below	Working towards	Expected	Above	
Economic Wellbeing	26	96.2%	0%	3.8%	96.2%	0%	
Total	26	96.2%	0%	3.8%	96.2%	0%	



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Economic well being is part of our PSHE curriculum and is enhanced by following the guidance from Young Money. Many of the objectives included in the document are met through maths, PSHE and our annual Money Week in June each year. We have been a Centre of Excellence in Financial Education since 2015 by meeting over 90% of the objectives detailed below:

Financial Education Planning Framework 3-11 years

3-5 years



How to manage money

RECOGNISING COINS		
I know there are different coins and notes.	I can describe and name different coins and notes.	I am beginning to understand that coins and notes can have different values.

Becoming a critical consumer

CHOICES ABOUT SPENDING		
I know that I can spend money in different places and on different things, e.g. buying toys or going on the bus, and that these may cost different amounts.	I can make simple choices about how to spend my money.	I am beginning to understand that people may make different choices about how to spend money.

CHOICES ABOUT SAVING		
I know I can save some of my money to use later e.g. in a money box.	I can make simple choices about saving some of my money.	I am beginning to understand that people may make different choices about saving their money.

Managing risks and emotions associated with money

KEEPING MONEY SAFE		
I know that I need to look after my money.	I can choose a safe place to keep my money e.g. money box, purse.	I understand that money has a value and needs to be taken care of.

FEELINGS ABOUT MONEY		
I know that money might make me have different feelings e.g. being happy or sad.	I can describe the way money makes me feel.	I am beginning to understand that other people may have different feelings to my own about money.

Understanding the important role money plays in our lives

USING MONEY		
I am beginning to know that I will need to use money in different ways.	I can name different ways money can be used e.g. saving, spending, giving.	I am beginning to understand why money is used.

VOCABULARY:
 coin(s), note(s), pound(s), penny, money, shop, pay, spend, save, buy, give, take, money box, purse.

Key to learning outcomes: Knowledge Skills Attitude

Financial Education Planning Framework 3-11 years

5-7 years



How to manage money

VALUE OF COINS AND NOTES		
I know the value of the coins and notes I use and can put them in the correct order of value.	I can recognise and choose the correct value of coins and notes to use and calculate change.	I can understand the importance of waiting for and checking change.

KEEPING TRACK OF MONEY		
I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary.	I can keep simple financial records e.g. recording the amount saved in a money box and how it has been used.	I am beginning to understand I might run out of money unexpectedly if I don't keep track of it.

Becoming a critical consumer

CHOICES ABOUT SAVING AND SPENDING		
I know I have choices about saving and spending my money.	I can make a simple plan for my saving and spending choices and stick to it.	I am beginning to understand that people may make different choices about how to save and spend money.

NEEDS AND WANTS		
I know that my own needs and wants may be different to those of other people.	I can explain the difference between something that I need and something I might want.	I am beginning to understand that we might not always be able to have the things we want.

Managing risks and emotions associated with money

LOOKING AFTER MY MONEY		
I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank.	I can choose a suitable place to keep my money safe, and explain my choice.	I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.

SAVING MONEY		
I know I can save my money to use later instead of spending it all now.	I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account.	I am beginning to understand why saving money can be important and how that makes me feel.

Understanding the important role money plays in our lives

WHERE MY MONEY COMES FROM		
I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.	I can describe where my money comes from.	I understand that money will come to me in other ways in the future e.g. being paid for working.

HOW MONEY DEVELOPED		
I know that money has developed in many different forms throughout history e.g. barter, coins, notes, etc.	I can describe the many forms that money comes in today, and the variety of ways in which it can be used to pay for things.	I understand that money will continue to develop in a variety of forms in the future.



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Financial Education Planning Framework 3-11 years

7-9 years



How to manage money

WAYS TO PAY		
I know that cash is only one way to pay for goods and services.	I can describe ways of paying that don't involve cash e.g. debit cards, credit cards, online payments.	I understand the reasons for using different forms of payment including the difference between debit and credit cards.
KEEPING RECORDS		
I know some different ways of keeping track of my money e.g. saving, keeping receipts.	I can plan and track my saving and spending by keeping simple records.	I understand why it is important to keep track of my saving and spending.

Becoming a critical consumer

DECISIONS ABOUT SAVING AND SPENDING		
I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people.	I can take account of other people's ideas and opinions when making decisions about saving and spending my money.	I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money.
SPENDING AND SAVING PRIORITIES		
I know how to prioritise between needs and wants.	I can make spending decisions based on my priorities, needs and wants.	I understand that it may not be possible to have everything I want straight away, if at all, and that I may need to save money for things I want to buy in future.

Managing risks and emotions associated with money

USING ACCOUNTS TO KEEP MONEY SAFE AND TO SAVE		
I know I can keep my money in a standard and/or on-line bank account and what benefits this might have.	I can explain why I might use an account e.g. bank, building society, credit union.	I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements.
LENDING AND BORROWING		
I know that if I don't have enough money I may have the choice to borrow, but that if I do I will have to pay it back.	I can explain why I might want to borrow money and how this might make me feel.	I am beginning to understand that I can pay for things without having enough money and that this has consequences e.g. I could get into debt!

Understanding the important role money plays in our lives

EARNING MONEY		
I know that there is a range of jobs – paid and unpaid.	I can describe different jobs that I might do to earn money when I am older.	I understand the reasons why some jobs pay more than others.
HELPING OTHERS		
I know why it is important to help others e.g. by donating to charity.	I can explain how my spending decisions can help support others, e.g. buying fair trade products, using charity shops.	I understand why I might, or might not, want to give money to help others.

VOCABULARY:

Cash, debit, electronic payment, financial literacy, cheque, credit/debit, saving bank, debit/credit, receipt, merchant, saving plan, account, building society, credit union, charity, donation, fair trade, job, bank, interest, bank, bank, bank, savings, pension

Financial Education Planning Framework 3-11 years

9-11 years



How to manage money

FOREIGN CURRENCY		
I know that different forms of money are used in other countries.	I can carry out simple calculations based on exchange rates.	I understand why it is important to understand other currencies, particularly when I am visiting another country.
SIMPLE FINANCIAL RECORDS		
I know I need to check and keep basic financial information e.g. receipts, bills, bank statements.	I can use simple financial information to plan and manage a basic budget and keep track of my spending.	I understand that planning my spending helps me to stay in control of my money.

Becoming a critical consumer

INFLUENCES ON SAVING AND SPENDING		
I know that advertising is used to persuade me to spend my money.	I can recognise when my choices around money are being influenced by advertising.	I understand why we should all be critical consumers, thinking carefully about how we use our money.
VALUE FOR MONEY		
I know that some things are better value for money than others.	I can make comparisons between prices when deciding what is best value for money, including for services such as electricity, phones and the internet.	I understand why making informed decisions will help me make the most of the money I have.

Managing risks and emotions associated with money

PROTECTING MY MONEY		
I know there are financial risks associated with spending money online e.g. scams and phishing.	I can describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs.	I understand some consequences of financial crimes and how they might make me feel.
SAVING AND BORROWING		
I know what interest is and that it may be added to money I save and borrow.	I can explain some of the benefits of saving, and some of the risks involved in borrowing money.	I understand it is important to consider any risks and potential consequences before borrowing money, including the impact on my feelings and those of others.

Understanding the important role money plays in our lives

LINKS BETWEEN WORK AND MONEY		
I know that money to be earned is one factor which may influence choosing a job.	I can describe how having a job will allow me to achieve certain goals in my life including financial ones.	I am beginning to understand that the choices I make about work and money will affect my life.
WIDER COMMUNITIES		
I know that money is deducted from earnings to provide things we all need e.g. through taxes and National Insurance.	I can describe some ways in which the government uses money to provide for my needs and those of my local community.	I am beginning to understand why and how some of the money we earn supports the wider community.

VOCABULARY:

Budget, income, expenditure, bill, bank statement, cash machine, currency, exchange rate, consumer, advertising, compare, cheap, expensive, safe, budget, financial literacy, printing, interest, PIN, mortgage, debt, credit/debit, debit, credit, saving, saving, debit/credit, National Insurance

Key to learning outcomes: Knowledge Skills Attitudes



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What Financial Education looks like in our school...

Early Years

Nursery linking the story 'The Great Pet Sale' to making amounts with coins:



In the Early Years a range of texts such as *The Great Pet Sale* and *Little Croc's Purse* are used to develop children's understanding of money. Children handle the different coins and get to know their shapes and colours. Children make coin rubbings and look at the different markings.

Children have the opportunity to discuss why we need money and how we get it. In the role play area there is a shop which has items at different prices and coins are used to buy things.



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Key Stage One

Year 1 My Money Week activities:

My Money Week
16.6.2022

LO- To know how to keep money safe.

- I can choose a safe place to keep my money e.g. money box, purse
- I know I can keep money in different places, and that some places are safer than others e.g. in a money box or bank
- I can choose a suitable place to keep my money safe and explain my choice.

Match the amounts.



Money safe Pictionary



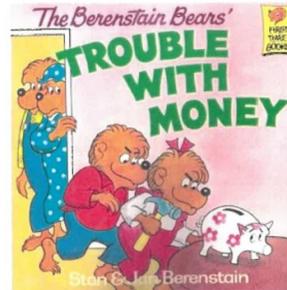
Year 2, keeping money safe:

MoneySense
Making sense of money

Where can I keep my money safe?
Activity sheet

Winnet: Barnaby is excited! He has won £5 in a children's art competition. He has made a money box to keep the money safe, but he is wondering where to put it. Write or draw a safe place for Barnaby to keep his money box.

Heena: Heena has been given £3 in change after buying a book at a book sale at school. She puts the money straight into her purse to keep it safe, but she is wondering where to leave her purse. Write or draw a safe place for Heena to leave her purse.



The I ~~think~~ ^{think} mummy ~~she~~ ^{she} ~~will~~ ^{will} ~~bring~~ ^{bring} a ~~money~~ ^{money} box ~~with~~ ^{with} the ~~money~~ ^{money} and I will be so ~~happy~~ ^{happy} and mummy then ~~she~~ ^{she} will ~~bring~~ ^{bring} the money. I think that sister ~~will~~ ^{will} ~~bring~~ ^{bring} the money box ~~back~~ ^{back}.

In Key Stage One the value of different coins and notes is covered in the maths curriculum. Children develop their understanding of money further using a range of stories and activities that help them to develop their understanding of feelings around money.



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Lower Key Stage Two

Money work in maths:

Year 3

22-05-23
Lo: To learn to compare amounts and 100p

100p = 100p ✓
20p 10p 5p 2p 1p ✓
100p 100p 100p 100p 100p ✓
100p 100p 100p 100p 100p ✓
100p 100p 100p 100p 100p ✓

1) How many coins?
100p = 100p ✓
200p = 200p ✓
645p

2) What amount is shown in each box?
a) 10p and 5p
b) 10p and 5p
c) 10p and 5p

Year 4 working with Barry Ridley from The Cumberland Building Society.



Lo: To estimate with money

1) Complete the number line.
a) Which amounts are close to 20p than 30p?
b) Which amounts are close to 50p than 60p?
c) What do you notice about 30p? 25p?

2) Here are some amounts of money.
a) Use the concept to label the number line.
b) Sort the amounts into the table.
c) Estimate the position of each amount on the number line.

Challenge: 37p + 24p = 61p
Please see 63p

Mrs. Harrison-Woodward
Brampton Primary School
9 hours ago

It's unBEElievable 🐝🐝🐝 we're sold out!

What a fantastic morning we have had down at the market selling our wonderful enterprise products! The good news is we are sold out 😊, the bad news is we won't be selling at the end of the day as we have no stock left 😞 Sorry to any disappointed parents.

Thank you to everyone who came to support us today!

Year 3 you really are the Bee's Knee's 🐝🐝

45 likes 10 comments 100 views

In lower key stage two children continue to develop their understanding of working with money in maths. They also have visitors from The Cumberland Building Society who help explain how to keep money safe and the different costs involved throughout life. Year 3 have also taken part in social enterprise events.

any amount between points and 100p

a) 100p = 100p ✓
b) 100p = 100p ✓
c) 100p = 100p ✓

£5 + £1 + 3p + 1p = 7p + 1p = 8p
5p + 1p + 1p + 1p = 8p
£2 + 5p + 1p + 5p + 1p = 13p + 1p = 14p
£1 + 10p + 2p + 1p = 13p + 1p = 14p
£5 + 2p + 5p + 1p + 5p + 2p = 13p + 1p = 14p

Great money work with 1 digit per box. Please keep your work neat



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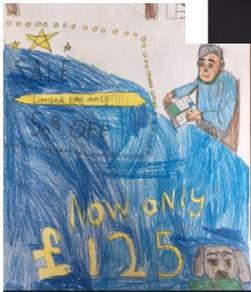


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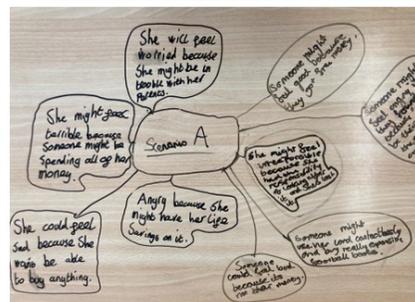
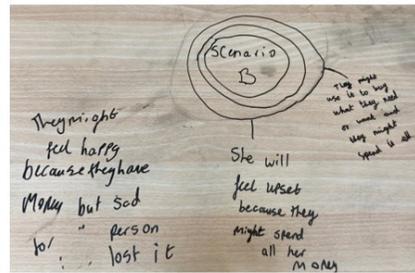
Upper Key Stage Two



Year 5 Abigail's choice activity (See Smartboard F)



Year 6 exploring feelings about money:



In upper key stage 2 children have further opportunities to develop their understanding of savings, debt, mortgages and borrowing money through visitors from Santander. They consider the emotional impact finances can have and use online platforms to develop their knowledge further.



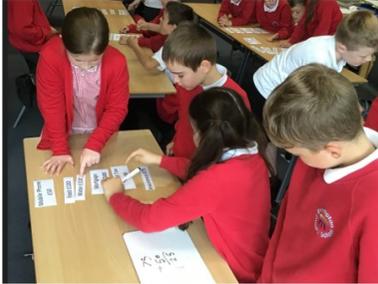
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Visitors across school enriching our provision...

Year 4 working with Barry Risley from The Cumberland Building Society:



Working with Oak Tree Animal Charity and year 9 pupils from William Howard School—the cost of a pet project.

The children in year 1 and 2 gained information about the cost of a pet and the reality of keeping pets. Year 9 children from William Howard School then designed games and activities to carry out with the children.



The Cumberland Building Society representatives:



We work with a range of outside agencies to develop our provision. This includes The Cumberland Building Society and Santander, The Oak Tree Animal Charity and William Howard School. We also worked alongside the company Everfi to develop an online resource with The Cumberland Building Society.



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We are proud to maintain our status as a Centre of Excellence in Financial Education since 2015.

