



# Curriculum Policy

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## **1. INTRODUCTION:**

Woodloes Primary School is committed to achieving the highest possible outcomes for all pupils; this policy details our vision to create a curriculum which makes learning exciting and enjoyable and challenges every pupil to reach their full potential as learners. In conjunction with this, we aim to create a safe and secure learning environment, one in which every child is happy, confident, self-motivated and valued.

This policy has been drawn up by the Curriculum and Assessment lead, shared and discussed with all staff, and has the full agreement of the Governing Body.

## **2. CURRICULUM INTENT:**

At Woodloes Primary School, we are committed to providing a broad and balanced, innovative and dynamic based curriculum in which all subjects are valued. Through engagement with this, our pupils will be provided with a wealth and breadth of knowledge and skills which will enable them to flourish and reach their full potential academically, physically, socially and artistically.

Whilst our curriculum encompasses the formal requirements of the National Curriculum and Early Years Foundation Stage (EYFS) Statutory Framework, our vision is to deliver an inspiring and challenging curriculum which will create an environment where questioning, academic risk-taking, deeper thinking and the freedom to learn from mistakes are encouraged. In an ever-shifting global cultural climate, Woodloes Primary aims to ensure that the curriculum is current, reflective, engaging and localised to the pupils it serves, whilst promoting the values of democracy, tolerance, mutual respect and individual liberty, and the Community Academies Trust (CAT) vision for Ensuring Excellence 2023-2026 documentation (see website).

We are committed to valuing diversity, tackling discrimination, promoting equality and fostering strong relationships. Through the deliverance of our curriculum, we aim for all of our pupils to be inspired by the contributions and accomplishments made by others, and to have a sense of belonging within the school and wider community.

### **Content:**

At Woodloes Primary School, there is a whole school strategic approach to the planning, teaching and assessment of the curriculum. This is to ensure that pupils receive a year group specific dynamic, reflective, broad and balanced curriculum that takes account of the The Statutory Framework for the Early Years Foundation Stage and the Primary National Curriculum 2014.

- The 2021 Statutory Framework for the Early Years Foundation Stage is used to inform the curriculum content and identifies the standards for learning, development and care for children from birth to 5 in Pre-School and Reception.
- The National Curriculum is used to plan, teach and assess pupils from Years 1 to 6 in all subjects.

## **Aims and Objectives:**

The aims and objectives of our school curriculum are to:

- Deliver a coherently planned and sequenced curriculum leading to a cumulative acquisition of knowledge and skills to support future learning and employment.
- Provide a rich and stimulating environment, one which is organised, secure, structured and purposeful.
- Develop the all-round potential of the children through the vehicle of a dynamic, rich, broad and balanced curriculum, one which is responsive and reflective to the learners.
- Support pupils' spiritual, moral, social, cultural and emotional development.
- Provide for pupils' physical and academic development, as well as their understanding linked to a healthy lifestyle.
- Develop an awareness and understanding of different cultures, religions, race and ways of life.
- Promote a positive thirst and attitude towards learning.
- Provide opportunities for pupils to use and apply their skills in different areas of the curriculum and identify real-life applications of these.
- Use new and emerging technologies, the learning environment, local area, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- Extend the curriculum through visits, visitors, forest school sessions and a residential trip.
- Provide extra-curricular opportunities for children to develop their interests.
- Provide pupils with a voice to ensure a relevant and enjoyable curriculum.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and scaffolding.
- Enable all pupils to make the best possible progress and to achieve the highest possible academic, social and emotional attainment.

## **3. CURRICULUM IMPLEMENTATION:**

### **Organisation and Planning:**

Class teachers and PPA providers plan and deliver one curriculum for all (following the content of The Statutory Framework for the Early Years Foundation Stage and the Primary National Curriculum 2014), providing opportunities for pupils to work through new content as a whole group with targeted 'scaffolded' learning provided as required to enable all pupils to make progress through the curriculum.

There is a clear progression of subject specific skills for each subject through EYFS, KS1 and KS2 to ensure that pupils can study in depth and master the key components of learning. The curriculum provision is enhanced through the use of the Kapow, Discovery RE, 3D PSHE, Bug Club, Accelerated Reader, Jolly Phonics, Phonics Bug and Primary PE schemes.

## **EYFS**

Within the Early Years Foundation Stage, the child led curriculum planning focuses on the seven areas and development that are equally important and inter-connected. Three of these areas (the prime areas) are identified as being important in igniting curiosity and enthusiasm for learning, and to build children's capacity to learn and form relationships.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Daily whole class Phonics sessions are planned and delivered using Jolly Phonics (a multi-sensory phonics scheme) and the 3D PSHE and Kapow Schemes of learning are used to plan and deliver foundation subject areas. The EYFS maths curriculum follows 'The Ark Maths Mastery Programme' which includes 'depth before breadth' and scheduled recall maths meetings enable recall of prior mathematical knowledge.

## **Key Stage 1 and Key Stage 2**

In Year 1 – Year 6, there is a half-termly driver project with an associated high-quality English text which is used to inspire the writing curriculum and year group trips and visits. Linked to the English curriculum, as well as daily writing sessions, year group timetables also include daily Phonics (KS1 and targeted groups of KS2 children) or GPS (KS2) sessions (planned and delivered using the Jolly Phonics and No-Nonsense schemes), Guided Reading sessions (following the Bug Club Guided (KS1) and Bug Club Comprehension (KS2) scheme), and regular opportunities for independent reading (with texts linked to Phonics phase or Accelerated Reader ZPDs).

In Year 1 (carrying on from their learning in the EYFS), the maths curriculum follows 'The Ark Maths Mastery Programme' which includes 'depth before breadth'. In Years 2 to 6, the Maths curriculum design follows a mastery approach titled '6-part Maths lesson'. This is aligned with White Rose Maths, and each lesson starts with a prior learning activity to provide the pupils with the opportunity to practise any previous learning that they will need to use and apply during the maths session. Scheduled recall maths meetings in Key Stage 1 and 2 (along with those in the EYFS), enable pupils' regular opportunities to recall prior mathematical knowledge.

Science sessions are planned and delivered to enable all pupils to apply their scientific understanding to rationalise and explain new phenomena, whilst developing a sense of excitement and curiosity. There is a clear skills and knowledge progression throughout the pupils' journey throughout the primary school to maximise their learning and to enable them

to develop a thorough understanding of the key scientific knowledge and concepts covered. Half termly investigations also provide pupils with the opportunity to use and apply their prior and current scientific knowledge and vocabulary.

The Kapow scheme of learning is used to plan and deliver foundation subject areas including: Geography, History, Design and Technology, Art and Design, Computing and On-Line Safety, Music and French (KS2). This scheme provides engaging, knowledge-rich sessions, whilst ensuring full coverage of the content of the National Curriculum, and a progression of skills and knowledge for the pupils (both throughout the year, as well as throughout the school).

Members of school staff, PPA providers and the Onside Coaching team plan and deliver in-school Physical Education sessions using the Primary PE Scheme to support the process and to ensure full coverage of the National Curriculum. Swimming sessions (for Year 4, 5 and 6 pupils) are planned and delivered by Warwick St Nicholas Park Leisure Centre trained swimming instructors. There is a clear progression of skills and knowledge, built on year by year and sequenced appropriately to maximise learning for all children.

The Discovery RE Scheme is used to plan and teach RE sessions and within all of the sessions taught, there are no presumptions made as to the backgrounds, beliefs and values of the school community; these are valued equally. Each academic year, Christianity is studied (including annual units linked to Christmas and Easter) alongside one other principal religion. The contents of the Christianity sessions, as well as those exploring the principal religions, follow a progression of skills and subject knowledge.

## **Teaching and Learning:**

Pupils are generally taught in their own classes, but some subject areas may be taught in blocks; thus, allowing creativity and flexibility within the curriculum and the opportunity for pupils to develop sustained pieces of work.

At Woodloes Primary School, we believe that quality first teaching, which results in cumulative and effective learning, is imperative in the delivery of the curriculum and ensure that:

- Staff have high expectations of themselves and of all of the children.
- Staff members impart knowledge accurately and with enthusiasm.
- The prior learning, attainment and experiences of the pupils are used to ensure the ongoing development of skills, knowledge and vocabulary in all subject areas.
- An effective use of questioning, modelling and explaining enhances and develops the learning outcome for pupils.
- All tasks set are linked to the ability of the pupils.
- Assessment for learning (AfL) is used to maximise the learning progress of all pupils.
- Pupils are treated fairly and with respect and given equal opportunities to participate in activities.
- All adults within the classroom setting secure maximum impact on the learning of the pupils.

- Lessons are correctly resourced and the adult delivering them has the required subject specific knowledge.

## **Parental Engagement:**

We recognise that parents/carers play a fundamental role in helping their child to learn and value their contribution linked to this. To enable them to contribute to their child's school learning, we communicate the curriculum, learning and attainment with them via a range of strategies including:

- Holding year group specific curriculum evenings at the start of each academic year.
- Communicating year group information, including long-term plans and curriculum knowledge and skills, via the school website.
- Inviting EYFS parents/carers into school to engage with their child during stay and play sessions
- Inviting KS1 and KS2 parents/carers termly into school during the school day to work alongside their child in a core subject session (enabling them to experience their child's learning and understand how to help them at home).
- Inviting parents/carers to attend achievement assemblies.
- Inviting parents/carers to attend a year group curriculum assembly.
- Holding after school parent/carer evenings and open evenings.
- Providing an end of spring term termly report and an end of year report.

## **Extra-Curricular Activities and Trips:**

We are committed to developing the whole child. Therefore, we extend the curriculum by offering a variety of extra-curricular activities including: football, judo, dance, OnSide Coaching, choir and music lessons. These clubs and activities are led by members of the Woodloes team, as well as by external agencies.

Within the academic year, year group specific curriculum linked trips and visits are planned to enhance the curriculum provision. In addition to this, during Key Stage 2, pupils are given the opportunity to participate in off-site educational residential visits to develop their social interactions, independence, self-reliance, confidence and skills for the future. These educational residential visits are intended to inspire a love of learning as well as developing collaboration and a high level of independence (See The EVC Policy for additional information).

## **Equal Opportunities:**

We believe that it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to high quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment.

In some circumstances, a parent/carer might request that their child is removed from a specific area of learning. In these cases, the parent/carer is invited to discuss this with the class teacher, and possible withdrawal from the session is considered (for example linked

to the RSE aspect of the curriculum in Year 6). If withdrawal is agreed, alternative appropriate provision is provided by the class teacher.

## **Inclusion:**

All members of staff have high expectation for the pupils in their care and use ongoing assessments to ensure that all pupils are able to access the curriculum and achieve.

Lessons are planned so that pupils with SEN and/or disabilities can access the EYFS and National Curriculum subject areas, wherever possible, ensuring that there are no barriers to their achievement. However, if a pupil finds it difficult to access the curriculum due to their individual needs, they may have access to a personalised curriculum after consultation with the SENCo and other relevant agencies. The Hive is also an in-school nurture base which is used to support the deliverance of the SEMH curriculum for targeted pupils.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to enable EAL pupils to participate in all subject areas.

## **4. CURRICULUM IMPACT:**

### **Monitoring and Evaluation:**

Each area of the curriculum has an identified Subject Lead whose role it is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Identify and lead CPD to increase subject knowledge;
- Monitor pupil attainment and progress in that subject area;
- Provide efficient resource management for the subject;
- Keep up to date with new initiatives;
- Liaise with link governors and monitor teaching and learning strategies;
- Provide a subject specific action plan;
- Report on attainment and progress within their subject area.

As well as ongoing subject specific monitoring, each Subject Lead takes part in a deep dive (annually for core subject areas and bi-annually for foundation subject areas) with the Curriculum and Assessment Subject Lead enabling them to make a judgement linked to the position of their subject area and inform their action plan. Evidence used to inform these judgements include a subject leader interview, learning walks and lesson visits, teacher questionnaires, pupil interviews, planning trawls and a data discussion. Judgements made during the deep dive process are shared with the Governors, members of the SLT and CAT.

To provide quality assurance, all subject leads are members of a faculty team (each with its own faculty team leader) which also facilitates collaboration, builds confidence, supports



workload and provides quality assurance. The faculty team leaders report to the Curriculum and Assessment Lead.

## **Assessment and Reporting:**

At Woodloes Primary School, assessment (including AfL) linked to different subject areas of the curriculum is regarded as an integral part of teaching and learning and is a continuous process. These assessments take place at three connected levels: short, medium and long term and are used to inform teaching in a continuous cycle of planning, teaching and assessment and to inform judgements linked to the impact of the curriculum.

Progress and attainment linked to the EYFS and National Curriculum is recorded termly on the school's assessment tracker (OTrack) and shared with parents/carers in an end of spring term, as well as an end of year report (along with the results from any statutory testing).

The Assessment and Curriculum Lead, along with Subject Leaders, monitors and tracks attainment and progress and uses this to inform actions on subject specific action plans.

The overall monitoring of the impact of the curriculum provision is the shared responsibility of the SLT, SMT, Subject Leaders and members of the SSC. Ongoing monitoring, including lesson visits, subject specific governor meetings, pupil voice, data discussions and learning walks, ensures that all pupils at Woodloes Primary School have access to a 'broad and balanced, innovative and dynamic based curriculum in which all subjects are valued'.

## **5. OTHER RELEVANT POLICIES/DOCUMENTS:**

- All subject specific policies
- The Learning and Teaching Policy
- Equal opportunities Policy
- SEND and Inclusion Policy
- The Early Years Policy
- The Marking and Feedback Policy
- The EVC Policy
- Community Academies Trust (CAT) vision for Ensuring Excellence (2023-2026)