

Woodlands Primary School

Curriculum Policy



Written by	Mary Chatley
Ratified by Governors	May 2018
Date for Review	November 2022
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Woodlands Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum at Woodlands Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Woodlands Primary School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Woodlands Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all

- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader

records how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

Subject leaders for English, maths and science keep a dashboard: a document which records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Monitoring and review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Assessment

Assessment in DT, art, geography, history, PE and RE is managed by the class teacher (MSport for KS2 PE) and is recorded at the end of a unit as to whether the child has achieved specific National Curriculum objectives relating to that unit of work. This assessment is present in the children's book so that they and others can recognise their achievements and know what objectives they still have to achieve.

Assessment in music, PSHCE and Foreign Language is carried out differently and is detailed in the policies for these specific subjects.