

# Whittington Church of England Primary School



## Curriculum Policy 2020

At Whittington Church of England Primary School, we work within an inclusive Christian environment. We promote Christian values including responsibility, forgiveness, thankfulness, courage, friendship, and respect. These permeate all aspects of school life enabling us to help every child achieve their full potential by encouraging in them a sense of self-worth, a respectful attitude towards others and an excitement for learning. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices and be successful learners.

### Vision Statement

Through our Vision Statement we try to encapsulate why we educate children and identify the learning behaviours we think are important to ensure that children are both interested in learning and resilient towards the learning process. We believe that this approach equips our children to be lifelong learners.

### Vision Statement

#### Our School Motto: Love, Learn, Achieve

**Through our core Christian values, Whittington Church of England Primary School nurtures our children so that they are courageous learners, who are confident, enthusiastic and enjoy challenge. They develop positive and lasting friendships built on trust, understanding and forgiveness. Our children show respect towards themselves, others and their environment, by living responsible lives. As a community we are thankful for God's gifts.**

#### LOVE:

- ✚ provides a welcoming, supportive, safe and secure environment where everyone is valued;
- ✚ develops pupils' spirituality, moral, social and cultural understanding through a values based curriculum;
- ✚ promotes good behaviour, long lasting friendships, a sense of responsibility and consideration for others.

#### LEARNING:

- ✚ provides a creative, inspirational and memorable education - which prepares our children for life in the wider world.

#### ACHIEVING:

- ✚ grows from an ethos where perseverance, collaboration, managing distractions and thorough planning is celebrated;
- ✚ inspires every pupil to develop as an independent learner and strive to develop their talents.

**We will achieve our vision through a partnership between children, parents, staff, governors, the local authority, the church and the local community.**

### Introduction

The school's curriculum is all the planned activities that are organised so that new knowledge and skills build on what has been taught before. It includes:

- The Early Years Foundation Stage curriculum
- The formal requirements of the National Curriculum
- The Worcestershire Agreed Syllabus for Religious Education
- Additional activities which develop the individual, these include:

- school trips which develop understanding across the curriculum;
- sporting events (both within school and against other schools);
- academic competition to promote excellence and teamwork;
- extra-curricular activities;
- visiting speakers;
- voluntary work within the local community;
- learning through working alongside the local church and Worcestershire Diocese.

## **Curriculum Intent**

At Whittington Church of England Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

The curriculum is taught through pupils accessing different learning resources and equipment to broaden their knowledge, and make cross-curricular links, where possible, within lessons. Pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

## **Curriculum Aims:**

- Pupils will learn how to read. They will develop a fluent reading style which will give them access to the wider curriculum as well as developing a love of reading which will last a lifetime;
- Pupils will be able to express themselves through the written word because they have been taught a range of writing skills which equip them as writers;
- Pupils will be numerate and have the ability to apply their mathematical understanding to find solutions to increasingly complex mathematical arithmetic and reasoning;
- Pupils will see themselves as scientists, geographers, historians etc. Developing the knowledge and skills particular to each curriculum subject;
- Pupils will develop creatively through art, dance, music, drama and design and technology;
- Pupils will be physically active and participate in a range of individual and team sports, developing team work and a personal best;
- Pupils will understand fundamental British values which will enable them to be positive citizens;
- Through careful questioning, pupils will develop an understanding of different views and opinions;
- Pupils will learn to respect difference, so that they grow up committed to equal opportunities for all;
- Pupils will gain spiritual development through Christian teaching as well as understanding diversity through learning about other world religions.

## **Organisation and Planning**

Teachers will plan lessons which are challenging for all pupils. In order to ensure the curriculum is broad and balanced teachers develop long, medium and short term plans:

- Long term planning – a curriculum overview agreed by all staff;
- Medium term planning – identifying the objectives (knowledge and skills) needed to be taught in different subjects or topics, and deciding upon timescales and organisation;
- Short term planning – deciding objectives, success criteria, activities, differentiation, deployment of adults, resources, timing, questioning, groupings, key vocabulary etc. that are needed for units of learning which may be more than one lesson.

## **SEN including Gifted and Talented**

The ability of all pupils differs. This means that staff need to plan and teach in a way that caters for all abilities. In the case of pupils on the SEN register this means that staff need to have a central role in developing 'My Plans', they follow these plans to ensure effective teaching and learning.

In the case of more-able pupils teachers need to provide opportunities within the curriculum for children to learn at greater depth so that they can use and apply knowledge skills and understanding across the curriculum.

## **Foundation Stage**

The curriculum that we deliver in the Reception Class follows the Early Years Foundation Stage (EYFS) framework. We believe children learn best through a combination of self-initiated activities and well planned structured activities which are relevant and engaging. The planning focusses on the Levels of Development and the Early Learning Goals as set out in the EYFS document and builds on the previous experiences of the children as well as identifying the next steps. Assessment forms an important part of the future planning for each child and the Early Years' staff make continual observations of the children. We strive to build positive links with the children's families in order to develop individual interests which feed into our curriculum.

### **1. Roles and responsibilities**

The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the head teacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a teaching and learning committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The head teacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school ensuring any difficulties are mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.

Teachers are responsible for:

- Implementing this policy consistently through their practice
- Ensuring all planning is reflective of the school's curriculum

- Collaborating with the head teacher and the SENCO to ensure that the curriculum is inclusive and accessible to all
- Ensuring academically more able pupils are given appropriate more challenging work to celebrate their talents
- Monitoring the progress of all pupils and reporting this to the head teacher

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team
- Supporting and offering advice to colleagues on issues relating to their curriculum area.
- Monitoring the progress of all pupils in their subject and reporting this to the head teacher
- Providing efficient and cost effective resource management
- Ensuring the curriculum is inclusive and accessible to all.

The Inclusion Coordinator is responsible for:

- Collaborating with all staff to ensure the curriculum is accessible to all.
- Carry out SEND where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **Monitoring and Review**

Adopted: 12 March 2020

Review due: Autumn Term 2021