

Washacre Primary School Autumn 2019		Curriculum Policy
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CONTENTS		
1. Aims		Page 1
2. Legislation and Guidance		Page 2
3. Roles and Responsibilities		Page 2
4. Intent		Page 3
5. Implementation		Page 4
6. Organisation		Page 5
7. Inclusion		Page 7
8. Monitoring		Page 7
9. Impact		Page 7

Our vision is to provide a happy, nurturing and stimulating environment where all children recognise and achieve their fullest potential. They are well equipped to meet the challenges of education, work and life. Our children, parents, staff and governors are valued as individuals. Washacre's pupils become confident, motivated life-long learners who take risks and develop enquiring, investigative minds. Washacre's pupils treat others as they would like to be treated, show respect, are responsible, accountable, fair, honest and courageous, have empathy, persevere, show initiative and optimism and act with integrity.

1. AIMS

Our curriculum aims to:

- To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements.
- To create a safe, secure and friendly school community that provides stimulation of high standards of behaviour whereby we respect ourselves and others.
- To provide a rich and wide curriculum with an enhanced curricular school life.
- To meet every individual's social, emotional, physical and spiritual needs so they can move on from Washacre Primary School with integrity and confidence.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

HEADTEACHER

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and additional provision which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from non-statutory elements of the curriculum, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets within the School Development Plan (SDP) in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs including International New Arrivals (INA) and children with Special Educational Needs and Disabilities (SEND).

LEADERS OF LEARNING

Leaders of Learning in close liaison with the Senior Leadership Team (SLT) will ensure that the school curriculum is implemented in accordance with this policy by:

- Monitoring in line with the school's Monitoring and Assessment Timetable.
- Attending and disseminating relevant continuing professional development (CPD) courses.
- Devising and implementing a subject specific action plan in line with the school's SDP.
- Sharing effective practice.
- Supporting staff, including Newly Qualified Teachers (NQTs).
- Raising the profile of and championing their subject within school and the wider school community.
- Analysis of data.

INTENT, IMPLEMENTATION AND IMPACT

4. INTENT

Washacre Primary School's curriculum is broad and ambitious, and designed to give all our pupils, particularly those that are disadvantaged and pupils with SEND, the knowledge and cultural capital they need to succeed in life. Our curriculum has been designed to overcome the following barriers to learning:

Limited life experiences, including:

- General knowledge
- Knowledge of the wider world
- First-hand experiences
- Financial constraints
- Lack of aspirations

- Financial acumen
- Challenging family circumstances

Below age-related speech, language and communication skills including:

- Limited vocabulary
- Listening skills
- Grammatical knowledge
- Familiarity of texts
- Language acquisition
- Social skills
- Social etiquette
- Conflict and resolution
- Valuing education
- Attendance and punctuality

Staying safe and healthy

- Food poverty
- Lack of routine and boundaries
- Attachment issues
- Trauma
- Attendance and punctuality
- Lack of understanding of staying safe and healthy
- Physical, Social and Emotional development
- Mental Health and well-being
- Self-regulation

As a result of the identification of these barriers, the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Beyond the statutory requirements of the national curriculum, we provide our pupils with a programme of enrichment with character education at its heart. Our key intentions are:

- Addressing social disadvantage
- Knowing the end points the curriculum is building towards
- A well-planned and sequenced curriculum
- A curriculum that reflects the school's local context
- A curriculum that remains as broad as possible for as long as possible
- High academic ambition for all pupils
- Keeping children safe

5. IMPLEMENTATION

Washacre Primary School's curriculum is designed in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. Our key principles of implementation include:

- Teachers have expert knowledge of the subjects they teach
- Teachers present key concepts clearly and invite appropriate discussions
- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Teachers enable pupils to transfer key knowledge to long-term memory, sequence the learning and ensure that it is building towards the defined end points
- Teachers use assessment to check pupils' understanding
- Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

These core principles are cornerstones of the school's continuing success:

HIGH EXPECTATIONS

The school, its teachers, governors, parents and other adults have high expectations of our pupils. This produces a consistently positive and respectful learning ethos in and outside the classroom through displays and the celebration of student work. The students are well behaved, fully engaged in their learning and are confident, respectful members of the school community.

PURPOSEFUL LEARNING JOURNEY

The school, teachers, governors and other adults view the school as the vehicle for each individual pupils' learning journey which is linked to real life resulting in all contributing to and making explicit links between each year group. As a result, pupils have a more holistic and integrated learning experience that excites and inspires them whilst ensuring they feel part of a learning community and their individual learning experiences makes increasing sense to them.

TEACHING ASSISTANTS, SPECIAL NEEDS ASSISTANTS AND OTHER ADULTS

Teaching assistants are fully involved in the planning and delivery of teaching and learning, their roles are purposefully allocated. They take responsibility and pride in what they do. Pupils at all levels receive support, challenge and direction ensuring more progress is made in their learning. Support for pupils with SEND via EHCPs is graduated and needs driven, this focusses both on scaffolding learning and encouraging group and independent work.

GROUPING STRUCTURES

Teachers strategically group students in; friendship, mixed ability and ability groupings so that the students are more engaged, receive targeted help, support each other and make more rapid progress.

DIFFERENTIATION

Teachers and other adults consciously and strategically plan the teaching activities across the ability range whilst consistently monitoring progress. Intervention at the point of learning ensures the pupils are learning more precisely and are continually motivated and make more progress.

SPEAKING AND LISTENING

Teachers and other adults are consciously and strategically emphasising speaking and listening through generating new vocabulary, explicit feedback, modelling, para-phrasing, encouraging extended responses, partner working and active listening. As a result, pupils become more articulate and confident in speaking, expanding their vocabulary and become more socially responsive.

HIGHER LEVEL/TECHNICAL VOCABULARY

Teachers and other adults deliberately use higher level and technical vocabulary whilst ensure pupils understand the conceptions involved. Pupils are taught specific vocabulary through Vocabulary Ninja. As a result, students are more able to understand the curriculum content, extend their vocabulary and are more articulate in discussion.

PROBLEM SOLVING

Teachers and other adults deliberately and consistently frame activities within a problem solving context, including challenging all pupils with greater depth opportunities, the acquisition of learning skills; such as enquiry, reasoning, resilience, resourcefulness and collaboration. As a result, pupils become more inquisitive and persistent, whilst understanding more and learning from both success and failure.

QUESTIONING

Teachers and other adults carefully and responsibly utilise a range of questioning techniques and tactics e.g. wait time, are deliberately democratic, provide positive and concrete feedback, require more explanation, put the onus on students individually and collectively.

MARKING AND FEEDBACK

Teachers and other adults consistently and strategically link the learning intention to success criteria. In addition, through peer and self-assessment, learning ladders and marking policy, pupils maximise their learning through consistent feedback. As a result, progress is rapid and our pupils become increasingly confident learners.

6. ORGANISATION

Our curriculum is organised as follows:

- The National Curriculum and Early Years Foundation Stage has been used as a central reference point in determining outcomes
- Thematic approach (see Curriculum Overview)
- Reading is prioritised to allow pupils to access the full curriculum offer (see Reading Policy)
- Teachers' long, medium and short term plans take the needs of pupils into account and that their progress is sequenced appropriately
- From the earliest start the curriculum underpins the language and communication development for all our pupils
- The curriculum promotes a strong sense of inquiry, experiential learning using off site primary experiences to broaden pupils' experiences of life, often before learning can begin
- The curriculum promotes community cohesion, to help understand others and create a strong sense of place in world as global and UK citizens
- The curriculum helps pupils make connections, enjoy and have fun in their learning
- The curriculum focusses on a balance between learning new skills/knowledge and understanding which underpins/consolidates what has previously been taught
- The curriculum promotes enquiry based learning, supports pupil questioning and curriculum co-design and knows that high levels of continual professional development is key to our ongoing success
- The curriculum promotes knowledge based learning that helps pupils link and join ideas together understanding and learning key vocabulary development is part of this
- The curriculum knowledge content that our pupils must acquire before they can apply to tasks of increasing complexity
- The curriculum is supported by strong enrichment links with a clear focus on staying safe and healthy the curriculum promotes pupils spiritual, moral, social and cultural development through an embedded programme of PSHE and the school's Character Matters Programme.

Within Computing, MFL and The Arts:

- The use of other chosen schemes of work is based on the fact that they provide a layer of subject specific support, guidance, resources or inspiration. Teachers are provided with academic freedoms to develop their approaches within a structured system. All key knowledge, understanding and skills are numbered and we have a common lexicon that allows detailed and very specific referencing against the national curriculum.

Within PE and PHSE:

- PSHE underpins our curriculum. We have a specialist lead that develops our holistic approach to well-being. The curriculum actively addresses issues related to the previously identified barriers to learning, promoting happiness and the importance of exercise and healthy eating choices, and in turn tackling issues such as obesity, heart health and mental well-being.

LITERACY AND MATHS

Literacy and Maths are used to promote deeper subject specific learning and allow pupils greater application of skills especially in terms of problem solving.

OUR WAVE APPROACH TO TEACHING TO CORE SUBJECTS

The school has adopted a 'Wave' approach to teaching which meets the needs of individual and groups of children:

Wave 1:

This is high quality class teaching where differentiation meets the needs of particular groups within the class setting.

Wave 2:

There are specific interventions with groups of children to address particular needs and are time limited and reviewed.

Wave 3:

There are individual support programs for children with specific needs. They may involve external agencies.

EARLY YEARS FOUNDATION STAGE

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

PRIME AREAS:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

SPECIFIC AREAS:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. At Washacre Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected and ensure:

CREATIVITY AND CRITICAL THINKING

Children should be given opportunity to be creative through all areas of learning, not just through the arts. At Washacre Primary School we can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

- Focusses on getting the basic skills right early, with high emphasis placed on communication, early number, phonics, vocabulary skills Personal, Social and Emotional Development (PSED).
- Focusses on ensuring pupils are well rounded, thoughtful and able to work in a variety of group and individual situations with thoughtfulness and resilience.
- Focusses on building happy, confident learners.
- Developing a love of reading aided by fluency in phonic decoding and whole book sharing
- Mathematical awareness and especially the importance of vocabulary development in mathematics.

7. INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with Special Education Needs and Disabilities (SEND) can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons

will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our SEND Policy and information report.

8. MONITORING ARRANGEMENTS

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- The Board of Governors is responsible for monitoring the way the school curriculum is implemented – agenda led and monitored to address each subject area.
- Named Governors with responsibility for subject areas, SEND, Safeguarding and Attendance - governors liaise with the subject leaders and monitor closely the way the school teaches these subjects.
- Named Governors linked to specific cohorts;
- The head teacher is responsible for the day-to-day organisation of the curriculum.
- The Curriculum Leaders (Head Teacher and Deputy Head Teacher) and Middle Leadership Team monitor the curriculum content through specific focuses on a weekly basis as evidenced in the Assessment and Monitoring Timetable.
- Leaders of Learning monitor the way that their subject is taught throughout the school through:
 - Lesson Observations;
 - Learning Walks;
 - Pupil Voice;
 - Analysis of data;
 - Planning Scrutinies;
 - Book Scrutinies.

In addition, Leaders of Learning have responsibility for monitoring the way in which resources are stored and managed. Leaders of Learning report back to the Governors and Senior Leadership Team verbally and through written formats.

9. IMPACT OF THE SCHOOL'S CURRICULUM

The school implements a broad balanced and enriched curriculum as a result:

- Pupils develop knowledge and skills across the curriculum and, as a result, achievement has accelerated. This is reflected in results from 2018 – 2019 national tests. (See Exam and Assessment Outcomes).
- Precision in planning, we know that all curriculum subjects are covered in the required depth exemplified within the statutory and non-statutory guidance of the national curriculum.
- Pupils have the opportunities to regularly revisit concepts and link ideas together.
- High quality authors and poets are studied; pupils have a real love of learning.
- Learning begins from two years old. Pupils acquire language skills quickly.
- Development of the whole child and gaining a sense of awe and wonder, pupils are happy engaged learners eager to share their learning with adults, family and class peers.
- Strong emphasis on revision of oracy and basic skills pupils' standards are high and pupils are exceptionally well prepared for their next stage of learning.
- High focus on developing specific subject knowledge, as well as the skills in each subject, pupil's progression through the Key Stages is ensured and readily exemplified; through display and case studies, performance and demonstrable achievements.
- Focus on providing opportunities of working with children beyond their own school, sex, religion and experience pupils are able to mix, collaborate and work appreciate the views of others,
- A curriculum focusing on Character Matters, British citizenship and global responsibilities, pupils are increasingly leaving Washacre Primary School able to integrate into modern British Society. Many pupils take on roles with added responsibility at school and beyond.
- A focus on religious freedom, tolerance and understanding pupils have a deep level of appreciation of the views of others and how these may differ from their own.
- Engagement with parents ensures the curriculum goes beyond the classroom and promotes home study and research. Parents are engaged and have ownership of the school and see it as part of the community.

- The arts, health and inclusion carrying equal importance, alongside the academic achievements, pupils make healthy choices, appreciate music, art and dance and know the importance of keeping a healthy lifestyle for physical and mental health.
- The curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.
- Lessons are planned around pupil's interests and questions, pupils are actively engaged in their own learning and eager to investigate beyond the classroom.

SIGNED CHAIR OF THE JOINT EXECUTIVE BOARD:

UPDATED:

TO BE REVIEWED: AUTUMN TERM 2021