



# **Great Wishford Primary School**

## **Curriculum Policy**

Date agreed: November 2021

Review Date: November 2022

## **Statement of intent**

At Great Wishford 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 knowledge of and adherence with the fundamental British values alongside our core Christian values of Respect, Perseverance, Respect, Creativity, Friendship and Service. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

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

## **Curriculum Definition**

At Great Wishford, we define 'curriculum' to be the knowledge, skills, experiences and opportunities that our children receive within the school. It encompasses not just what the children learn, but the way in which it is delivered, assessed and reviewed as well as the environment in which the pupils learn.

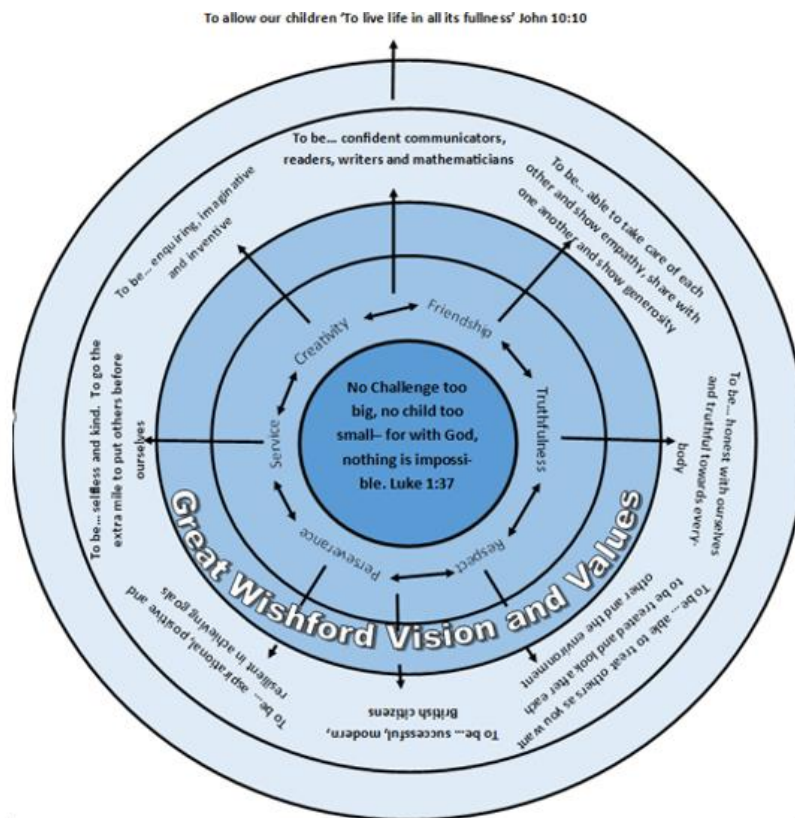
Our definition of learning refers to the outcome, rather than the process. We define learning as committed facts, ideas and principles stored in long-term memory as part of a wider schema of domain specific knowledge, able to be retrieved with minimal cognitive effort. We are principally focussed on providing strong semantic memories which requires effortful thinking and conceptual understanding, rather than episodic memories which are stored as events, linked to emotional moments. These are easily stored but do not lead to strong explicit links within the brain.

## **Curriculum Intent**

Our curriculum is underpinned by our Christian vision 'No challenge too big, no child too small-for with God, nothing is impossible'. Luke 1:37. Through our curriculum, we aim to broaden the children's knowledge and understanding of the wider world, providing academic rigour in English, Mathematics and Science. Our pupils should also have opportunities to experience and express themselves in a more creative way through arts, music and design, as well as developing their team-work and friendships through participating in high-quality sport and P.E. We want our pupils to have pride in their school and their successes, and a positive attitude to their work. Great Wishford pupils must also develop a strong sense of moral-fibre, an understanding of right and wrong, a knowledge of the benefits of resilience, perseverance, commitment and reflection whilst helping the children to experience spiritual, moral, social, cultural, mental and physical experiences.

This policy outlines our dedication to establishing a relevant, well-rounded and robust curriculum, as well as the provisions involved in its implementation.

Our School Values underpin our curriculum by:



### **Friendship**

- Provide a safe, happy and caring environment where children are treated fairly.
- Teach children about how to stay physically and mentally healthy, including forming healthy relationships through PSHE and RSE.
- Educating children about how we can better care for our local environment and the world.
- Listen to pupil's views and concerns, and act upon these.
- Allow children to work cooperatively with a range of different pupils in the school.
- Provide opportunities for all pupils to develop and grow, taking into account individual needs.

### **Service**

- Explain the importance of charity, community and helping each other.
- Provide feedback to our pupils to help them develop and learn.
- Provide children with life skills essential for their future.
- Provide the skills for pupils to be successful communicators and learners.
- Support pupils to develop their own personal interests and talents.
- Become active and positive members of our community and wider society.
- Prepare children with the skills, including technology, necessary in their future.
- Encourage the children to put others before themselves, to think of others before themselves.

### ***Respect***

- Teach children to show and have empathy and understanding of people from different backgrounds.
- Give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect.
- Educate children to understand and respect different values different from their own.
- Encourage children to work together and encourage one another.

### ***Perseverance***

- Help children to develop initiative, helping them solve problems on their own.
- Help children assess and take appropriate risks.
- Ensure success in mastering the knowledge and skills in academic subjects within the curriculum.
- Provide success for pupils in mastering increasingly complex knowledge and skills within creative subjects.
- Develop a positive attitude to learning in all our learners.
- Educate children to value mistakes and see them as an opportunity to improve.
- Enable pupils to overcome adversity and develop grit.
- To teach our pupils to embrace and relish challenge and struggle as a means to grow.
- Always recognise and reward hard work, effort and achievement in all our pupils.

### ***Truthfulness***

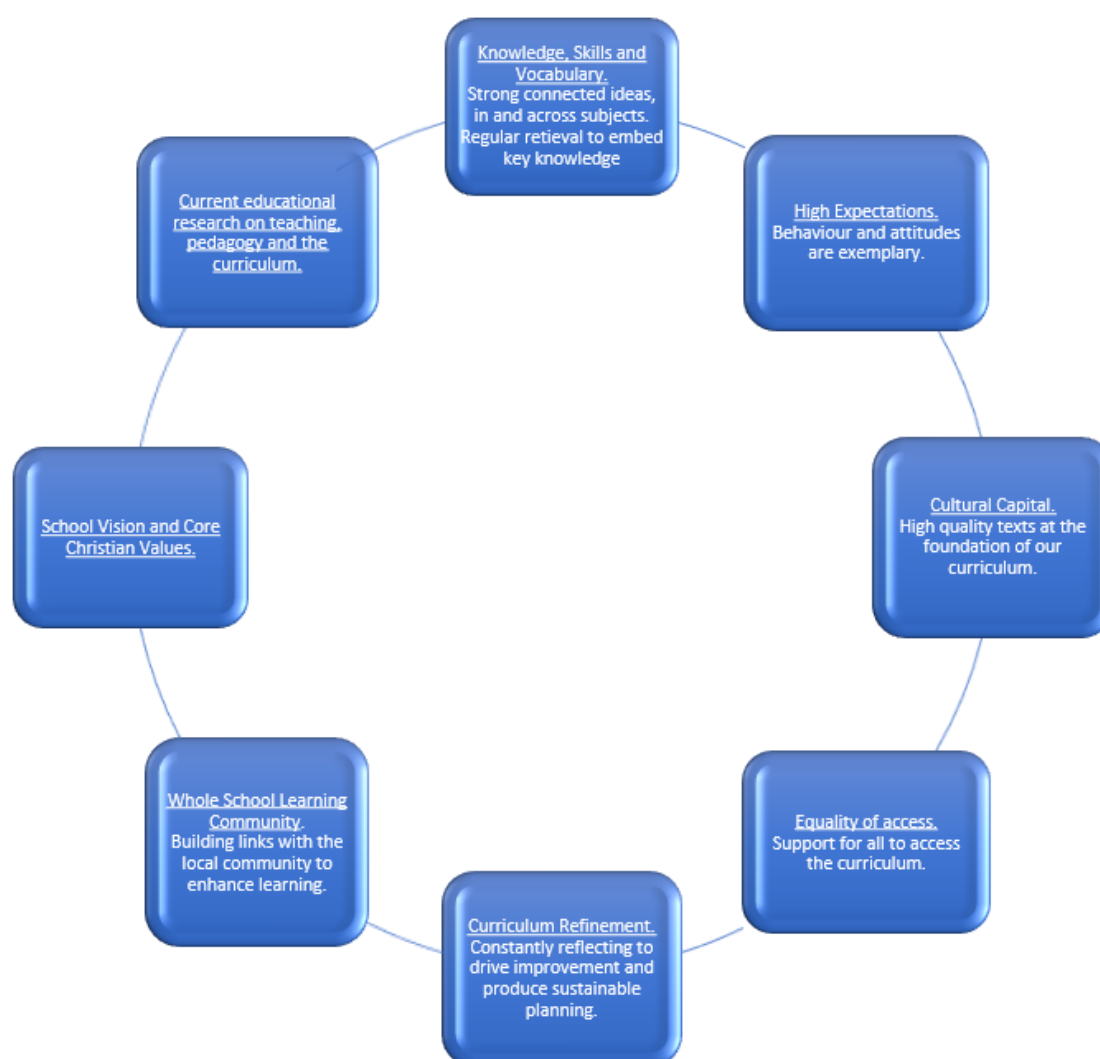
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Pupils develop their own informed thoughts and opinions on moral issues, with a strong sense of what is right, what is fair and what is just.
- Teach children tolerance, respect and celebrate all forms of difference.
- Teach children to understand and enact the fundamental British values and enable them to be positive citizens in society who can make a difference.

### ***Creativity***

- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Encourage creativity of thought when problem solving.

## Curriculum Principles

When designing our curriculum, we also have the following principles in mind:



At Great Wishford our curriculum is rooted in high-expectations and ambition for all our pupils. Our goal is to deliver richly connected knowledge and skills which are revisited and built upon, leading to high levels of long-term retention and automaticity. Our philosophy is built upon research from cognitive science and how long-term retention of knowledge occurs. Our curriculum is sequential with key knowledge, skills and vocabulary being carefully mapped, ensuring both the teachers and the pupils are clear with what they are expected to teach and learn, how this links to other learning and how this will be revisited and linked to lessons in the future.

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school. We aim to ensure pupils enjoy learning and feel prepared for life as modern British citizens.

## **Knowledge, Skills and Vocabulary**

We are designing our curriculum with pupils' long-term learning at its centre. We recognise that a knowledge-rich curriculum has to set out clear expectations of the facts, vocabulary and skills required for pupils to build a broad base of knowledge, through which deeper learning can be built. The curriculum content is being carefully interwoven to make strong links within and across subjects as well as give opportunities to recap, revisit and expand on content. We recognise that prior knowledge is an important factor in the retention and building of knowledge for long-term learning. We are setting out subject specific knowledge and skills that pupils are expected to master, in order that teachers can confidently build on learning and knowledge developed previously.

## **Cultural Capital**

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils important cultural experiences through extra-curricular activities, educational visits and visitors, designed to build a cultural capital and an appreciation of global and national life.

## **Whole School Learning Community**

Our aim is to deliver a broad, balanced curriculum and offer pupils opportunities to grow as individuals as well as learners. Our school values its local area, the surrounding national area and the further away global areas. We believe our children will learn and develop with a rounded, linked knowledge from local to global awareness by making full use of the community around us. We also believe that our pupils will get a more well-rounded education if the whole school community is involved in shaping it. It will hold more relevance at a local level through to a global level if we start in our own community.

## **School Vision and Core Christian Values**

As explained above.

## **Equality of access**

Our curriculum will be delivered in accordance with the Equality Act 2010. Our aim is that every child will access the curriculum in its entirety, with content, access and expectations adapted for pupil's developmental needs.

## **Curriculum Refinement**

We will build in opportunities for curriculum refinement, based on experience and reflection of outcomes from each curriculum area. We are constantly striving to go even further, even deeper in our hope to raise standards for our pupils.

## **Roles and responsibilities**

### The Academy Council is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Supporting the design, implementation and impact of the curriculum, particularly priorities from the School Evaluation Form and School Improvement Plan.
- Ensuring the curriculum is inclusive and accessible to all.

### The Headteacher and Senior Leaders are responsible for:

- Oversight of the long and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the leadership team.
- Overseeing the design of a coherent, progressive, knowledge-based curriculum in every subject.
- Communicating the agreed curriculum to the Academy Council 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 and ensuring any difficulties are addressed and mitigated as soon as possible.
- Report the progress and attainment of pupils and reporting these results to the Board of Governors.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully

### Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum intent and aims.
- Implementing the curriculum in ways which maximise long-term retention.
- Creating a series of lessons for each subject, covering the stipulated content from the Medium Term Plans.
- Following the agreed lesson structure, providing opportunities to revisit and recap on prior learning, everybody read, practise new learning in small steps and retain / practise knowledge through a short quiz.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more-able pupils are given opportunities to deepen and apply their knowledge.
- Celebrating all pupils' academic achievements.

- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically higher and lower attaining pupils.
- Provide feedback on the outcomes and success of the subject to the subject leader

Subject leaders are responsible for:

- Providing strategic leadership and direction to the staff team.
- Develop a progressive and cohesive overview of the knowledge, skills and vocabulary within their subject for each year.
- Producing Medium Term Plans which set out the key learning for each topic.
- Having a clear understanding of the strengths and areas for development within their subject.
- Have a clear understanding of the progression of knowledge, skills and vocabulary within the subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and standards in their subject. Reporting on this to the headteacher.
- Identifying and making explicit cross-subject links within the Medium Term Plans
- Providing effective resources for the teacher.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for vulnerable pupils so that everyone can have full access to the curriculum.
- Respond and make changes to the curriculum following feedback from class teachers
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully
- Be able to articulate key improvements and next steps.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments 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.

## **Organisation and planning**

The school's curriculum is mapped out for each year group across 6 terms and over a two year rolling cycle. Each term, the classes' learning is centred around a core theme linking to one of our curriculum driver subjects, Geography, History or Science. Age appropriate books that tie in with either historical, geographical or scientific concepts taught within the same term



are chosen to enhance the children's learning where possible to allow more meaningful links to be made across subjects and more purposeful writing experiences.

Each school day will usually consist of a morning session where core subjects including reading, writing, phonics and mathematics are taught. Afternoon sessions include foundation subjects including arts, history, geography, P.E, computing, science, music, as well as Collective Worships. Some subjects will be delivered in blocks of learning to facilitate better flow, more effective formative assessment and more responsive teaching.

There is a shared understanding of what we hope to see as we enter each other's classrooms and it is expected that this shared vision will be evident within the classroom. Where applicable (Geography, History, RE and Science at present), teachers will deliver lessons following a pre-planned lesson outline powerpoint. Teachers will use this lesson structure to plan lessons which maintain interest and focus for their pupils, with the key outcome always centred around long term learning. Teachers will use their professional judgement in all other lessons to ensure access to learning for all and maximum knowledge retention. Teachers will continue to follow our agreed lesson structure- review of previous learning, new learning introduced in small steps with clear questioning to check for understanding, everybody read, whole class short stakes quiz to revisit all previous and new learning- but they may use different lesson presentations.

Teachers should use the detailed medium term plans to guide their planning through the break down of small steps required within each lesson. Teachers will plan lessons which provide early success for all learners, whilst also enabling opportunities for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional or more challenging work that is above the academic level of their peers. Teachers will also have due consideration for pupils who require additional help within their planning and organisation of lessons. Disadvantaged pupils, and those with SEND and EAL, will receive additional support – this may include dedicated time with TAs or access to specialist resources and equipment where required. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning, TAs may be used in this instance to support pre teaching or post teaching as required.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities. Occasionally, the school will organise for part of the curriculum to be highlighted through an afternoon, day or week relating to a specific subject or an event. The school may hold an Anti-Bullying week, E-Safety days or Health Weeks as such.

## **Subjects covered**

Great Wishford Primary School is part of a MAT and whilst the majority of our curriculum is aligned with the National Curriculum, there may be some minor deviations to fit the individual needs of the school. The school will have due regard for the 'Statutory framework for the early years foundation stage'. The school will ensure every pupil has access to the following subjects: English, Maths, Science, RE, Relationships and Health and Sex Education (within

PSHE), Art and design, Computing, Design and technology, Languages (KS2 only), Geography, History, Music, PE.

Mathematics: Mathematics is delivered using the White Rose Maths scheme of work. This is fundamentally built around the principles of maths mastery. This underpins that all children can master the mathematical ideas within their year group.

Reading: Reading is delivered using a whole class teaching approach. Phonics lessons are delivered through the Little Wandle Letters and Sounds programme.

Writing: Teachers plan sequences of writing based around the year group specific objectives. Writing is delivered following The Write Stuff principles.

Extra-curricular activities and residential: Trips, events and visitors are encouraged to enhance and further the children's learning and link to the theme a class is studying. Extra-curricular clubs are offered for pupils to develop different skills and broaden their experience. In Year 6, children take part in a residential trip as a means of promoting independence and preparing them for secondary school.

Home Learning: Our Home Learning philosophy aims for children to practise the basic skills they learn in school, such as practising times tables and revising mental strategies for calculation, practising and learning spellings, practising reading and specific grammatical concepts (please refer to the school's homework policy).

Reporting and assessment: Performance in core subjects, including reading, writing, mathematics, grammar, punctuation and spelling are closely tracked as part of the school's assessment cycle. These are assessed summatively 3 times a year using NFER tests. Teachers are also asked to submit teacher assessment.

Informal assessments will be carried out regularly to measure pupil progress formatively, checking for long term learning and to inform future intervention and planning. Pupils in Year 1, 2, 4 and 6 will also complete National Assessments. The results of these assessments will be reported to teachers, parents and the Academy Council. Assessment in the foundation subjects is completed through exemplification or outcomes of pupils following a unit of work. The principle form of assessment in the foundation subjects is formative, with the teacher making adaptations to subsequent lessons. All reporting and assessments will be conducted in line with the school's assessment policy.

## **Equal opportunities**

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics. The school does not tolerate any form of bullying or discrimination against people. Any pupil or teacher found to be discriminating against anyone will be disciplined in line with the relevant school policies. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### **Monitoring and review**

This policy is reviewed annually by the senior leadership team and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- All subject curriculum policies
- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- SEND Policy