

Willoughby Primary
School
'Learning for Life'



Curriculum Policy

1. Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and 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 experience of the children. 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.

2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. 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.

2.2 These are the main values 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 person, 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.

3. Aims and objectives

3.1 Our aim is to prepare children for the world in which they will become responsible adults.

Specifically our stated aims are:

- Promoting their spiritual, cultural moral, social, physical and mental development.
- Creating a secure and safe environment, where children develop a positive self-image and learn to respect and value others in our school community.
- Promoting moral awareness in our pupils so that they become responsible for their own actions both to themselves and the school community.
- Giving children responsibility.
- Creating a stimulating environment in which children are eager to learn.
- Ensuring that each child has access to a broad and balanced curriculum reaching towards his/her full potential.
- Encouraging excellence in all children.
- Helping children to enjoy being a child.

As a staff we believe strongly that children only have “one chance”. We must therefore ensure that the education that they receive at Willoughby is one of the very highest standard in all aspects of their development.

Everyone involved with the education and welfare of children at Willoughby Primary School is committed to the shared aims and values which will enable our school to enjoy sustained success and our children to have achievements of which we can all be justifiably proud.

4. Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. This is known as our Rolling Programme.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We are legally required to follow the

statutory National Curriculum in England. We take our medium-term planning directly from the guidance documents or make use of Hamilton Trust which helps with planning lessons. Other foundation subjects are based on skills development and we make use of the National Curriculum Programmes of Study for the foundation subjects.

4.3 Our short-term plans are those that our teachers write for their own use. There is no requirement to produce these in great detail. (See Teaching for Learning policy.)

We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

4.4 In the Foundation Stage we follow the EYFS. In the EY and KS1 we adopt a topic approach to much of the curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.6 We also make provision as appropriate for age group for personal, social, health and economic education (PSHE) and sex and relationship education (SRE).

4.7 As a state school we are required to make provision for a daily act of collective worship. (See collective Worship Policy).

5. Children with special needs

5.1 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.

5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is greater we, if necessary, use the support provided by Teaching Assistants and we may involve the appropriate external agencies.

5.3 The school provides a School Extra Support Plan for each of the children who are identified as needing additional support. This outlines how the school will aim to address

the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child annually.

6. The Foundation Stage

6.1 The curriculum that we teach in the reception group meets the requirements set out in the National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in the Early Years Foundation Stage (EYFS) framework.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception group builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with Willoughby Playgroup.

6.3 During the children's first term in the reception group, we begin to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

6.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7. Key skills

7.1 The following skills have been deemed 'key skills' in the National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8. The role of the subject coordinator

8.1 The role of the subject coordinator 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.

8.2 The small size of our school and part time nature of staff means that subjects are developed much more as a whole school team. It is the role of each subject coordinator 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.

9. Monitoring and review

9.1 Our governing body's Pupil's & Strategic Development Committee is responsible for monitoring the way the school curriculum is implemented.

9.2 We have named governors for all areas of the curriculum. The governors liaise with the Head and teachers of these areas, and monitor the way the school teaches these subjects.

9.3 The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

9.4 The Headteacher and teachers review long-term and medium-term planning to ensure that there is appropriate coverage of the National Curriculum. Subject coordinators have responsibility for monitoring the way in which resources are stored and managed.

Reviewed and updated to new National Curriculum 13/1/16

Reviewed 16/1/19

To be reviewed every 3 years

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Chair of Governors