

WPS Curriculum Policy Whole School Policy Including EYFS

(see also LDD Policy)

Introduction

Our school curriculum incorporates all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal teaching, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

Values

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.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to provide literacy experiences in **English** lessons through which pupils can develop their skills in
 - ✓ speaking and listening;
 - ✓ phonics for reading and spelling;
 - ✓ grammar;
 - ✓ punctuation;
 - ✓ comprehension;
 - ✓ handwriting
- to provide experiences in **Mathematics** lessons through which pupils can :
 - ✓ make calculations;
 - ✓ understand and appreciate relationships and patterns in number, shape, space and measure;
 - ✓ develop their capacity to think logically;
- to provide opportunities in **Science** lessons through which pupils can:
 - ✓ increase knowledge and understanding of nature, materials and forces;
 - ✓ develop the ability to observe, form hypothesis and conduct experiments;
 - ✓ create a fair test;
 - ✓ record findings in different ways;
- to provide opportunities in **ICT** lessons for pupil to gain sufficient expertise to:
 - ✓ support their learning through the development of skills in research and control;
 - ✓ apply their skills across the curriculum.
- To provide opportunities in **Design Technology** lessons for pupils to:
 - ✓ develop, plan and communicate ideas;
 - ✓ work with a range of tools, equipment and materials to produce good results;
 - ✓ be able to evaluate their own work.
- to provide education which offers pupils creative experiences including;
 - ✓ **Art**
 - ✓ **Music**
 - ✓ **Drama**
- to provide opportunities to learn about the developing world, including how their environment and society have changed over time, through **History** and **Geography** lessons.
- to provide opportunities through **RE/PHSCE/Assemblies/School Projects** (including fundraising)/Trips & Visits/Visitors/Creative Subjects, to develop social, moral, spiritual and citizenship skills enabling pupils to:
 - ✓ understand Britain's cultural heritage;
 - ✓ appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
 - ✓ be positive citizens;

- ✓ have an awareness of their own spiritual development, and to distinguish right from wrong;
- ✓ understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- ✓ have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- to provide opportunities through **PE** lessons and extra curricular clubs/activities for pupils to
 - ✓ develop physical control and coordination;
 - ✓ develop tactical skills;
 - ✓ evaluate and improve their performance;
 - ✓ acquire knowledge and understanding of the basic principles of fitness and health.
- To introduce pupils to a modern foreign language through **French** lessons.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each area of the curriculum. This indicates what topics are to be taught in each term, and to which groups of children. Each subject coordinator will review this plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify activities and the levels of differentiation we are going to use in the lesson.

Where possible, we maximise cross curricular opportunities and have established a cross-curricular plan which is reviewed with this policy. We plan the curriculum carefully using the Whole School Policies and Long Term Plans so that there is coherent and full coverage of all aspects of the Curriculum, and there is planned progression in all curriculum areas. At Foundation and Key Stage 1, some subjects are taught by specialist teachers. At Key Stage 2 most subjects are taught by specialist teachers and staff work cooperatively together to deliver a broad and balanced curriculum.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in accordance with our school SEN Policy.

If children have LDD, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having LDD, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation, with the support and advice of the SENCO. If a child's need is more complex, we consider the involvement of the appropriate external agencies in making an assessment. We endeavour to provide additional resources and support for children with LDD.

The school provides an Individual Educational Plan (IEP) for every child who is on 'school action' or above on the LDD register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that any children attending our school who have disabilities are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage Guidance. Our curriculum planning focuses on the Early Years development requirements set out in these documents, and on developing children's skills and experiences in an appropriate learning environment. Children who achieved all the early learning goals have provision that is adapted to meet their needs and lead to a smooth transition into Key Stage 1.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. As the children progress through the EYFS, teaching builds on the previous experiences of the individual children. The Reception class team constantly assess the skills development of each child, and record this in the Foundation Stage Learning Journey. This assessment forms an important part in defining next steps and planning for each individual child and feeds into the EYFS Profile.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing and also involving them as much as possible in the learning journey of their child.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum and we aim to pay due regard to these at WPS:

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

Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Management

Each area of our curriculum is allocated a subject coordinator. The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- Produce, review and update the curriculum policy for that subject.
- Produce, review and update a three year Curriculum Development Plan for that subject.

It is the role of each subject coordinator to keep up to date with developments in their subject. 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 the subject and sees that progression is planned into schemes of work.

Monitoring and review

There is a named Educational Governor specifically assigned to support, monitor and advise on curriculum matters.

The Headmaster is responsible for the day-to-day organisation of the curriculum. The Headmaster monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives.

Subject coordinators monitor progress within their subject throughout the school. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years, or before if necessary.

Date: Spring 2010

Review: Spring 2013