



Curriculum Policy

This policy should be read in conjunction with our: Teaching and Learning Policy, Assessment policy, SEN and inclusion policies and policies for: Mathematics, English, RE, Computing, PE and MFL.

Agreed at: Full Governing Body

Date: 10th February 2016

Review: Spring Term 2019

Signed: *M J Potter*

Westwoodside Church of England Primary Academy

Curriculum Policy

1. Our Curriculum

At Westwoodside the curriculum embraces all that is learned in school whether it is in lessons or part of informal learning. It includes the legal requirements of the National Curriculum and the Agreed Syllabus for RE as well as the range of activities that the school provides in order to enrich the experience of the children. It also includes the 'hidden' curriculum – what children learn through the way they are treated and expected to behave. Our Christian ethos underpins all our work. In addition to the teaching of RE there is provision for a daily act of collective worship in accordance with our Trust Deeds. Our school values of respect, love, friendship, honesty and compassion support each child to grow as positive, responsible people who are able to work together to achieve their full potential.

2. Curriculum Aims:

- Develop the whole child (spiritually, morally, socially, culturally and academically.)
- Build on a child's natural enquiry and to support them to develop as independent learners with positive attitudes.
- Prepare children for life in the twenty-first century and equip them to overcome challenges they may face.
- Ensure a clear progression of knowledge, skills and understanding in all subjects to prepare children for the next stage of learning.
- Provide rich, meaningful, first-hand experiences which encourage practical and creative learning in real life contexts whilst developing cross curricular links.
- Have a strong emphasis on oracy.
- Develop a love of reading.
- Develop secure skills in reading, writing and maths to the highest level possible.
- Enable children to use arithmetic fluently and in real life contexts.
- Reflect understanding of local, national and global communities and British Values.
- Promote the development of respectful relationships.
- Promote the development of healthy lifestyles.
- Develop citizens of the future, aware of their own environment and sustainability issues.

3. Planning the curriculum

The National Curriculum 2014 is used as the basis for planned activities and we ensure that all programmes of study are delivered to each key stage. PSHCE forms an important part of our curriculum. The local agreed syllabus supports the planning and delivery of RE.

Long Term plans are agreed indicating what topics are taught in which term and to which groups of children. Long term plans are reviewed annually. Subject leaders are responsible for coordinating the themes and core learning in their areas. They are devised using: EYFS curriculum guidance (2012) National Curriculum (2014) and our own Long Term planning framework.

Medium term plans set out the objectives and teaching strategies for each theme. We make use of materials from archived national strategies; our in house progression of skills for literacy and numeracy and other national and published schemes of work to support other subjects. Subject leaders are consulted and provide guidance to ensure that core knowledge, skills and understanding are developed. Children are consulted prior to writing medium term plans so that the plans can build on their prior knowledge and reflect what the children want to learn too. Material to support medium term planning includes: Brumby Junior school resources, Not As You Know It resources (these highlight key learning which must be secure in each year group) agreed

syllabus for RE, some of the archived QCA units provide an outline of progression but must be tailored to the new curriculum and the needs of the class.

Short term plans are written by teachers each week and set out what will be taught on a weekly or daily basis. These plans identify the objectives for the session, differentiation and resources and materials that are needed. They show the role of other adults who may be supporting the learning.

In Foundation Stage areas of learning are linked with a strong focus on first hand experiences and enquiry initiated by the children. There is careful planning to ensure coverage of all areas and progression over time. Children in the foundation stage learn through play and well planned structured activities. Positive partnerships and involvement of parents enhances the curriculum experience. Visits and visitors are used wherever possible.

In KS1 and KS2 key questions form the basis of our enquiry approach. Each theme should be preceded with a discussion by the children exploring what they already know and any questions they wish to ask. There is a greater emphasis on core subjects and foundation subjects. There may be a termly focus e.g. on a geographical theme followed by a focus, in another term, on a history theme. Teaching should ensure that key literacy, numeracy and ICT skills are reflected, at the appropriate level, in foundation subjects so that mastery of these skills is supported.

4. Teaching for learning

We encourage children's enthusiasm for learning through an enquiry approach. Central to children's success is high quality teaching in an environment where achievements and excellence are valued and celebrated. Please refer to our Teaching and Learning policy.

5. Key skills

National Curriculum (2014) identifies the following skills as key to children's success and these are reflected in our work

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving.

6. Extra- Curricular activities

We are committed to developing the whole child and provide extension to our curriculum by offering: sporting activities, book clubs, musical opportunities, choir, dance, football, breakfast club, visits and visitors and other enrichment activities and other opportunities as they become available

7. General teaching approaches for all areas of the curriculum

The following should be considered in all subjects when planning at medium and short term level.

- Active learning (play based for our youngest children)
- Clear progression of skills
- Development of knowledge, skills and understanding
- Real life contexts
- Outdoor opportunities
- Enrichment opportunities e.g. visits and visitors to act as a stimulus
- Opportunities to link with the local community
- Home linking / parents as partners

- Problem solving activities
- Links with other curriculum areas especially maths and literacy links.
- Use of ICT/ computing skills

8. Inclusion

Our curriculum is designed to ensure that all children can access it and to provide opportunity for those that can go beyond the requirements for their Key Stage/Year group. If a child has individual needs we follow our SEN and inclusion policy adapting through resources, support and educational opportunities to meet children's needs. At times we may use teaching assistants or other external support to advise us.

Also refer to our SEN and Inclusion policies for more details.

9. Spiritual, Moral, Social and Cultural development and British values

All curriculum areas support the growth of pupils' spiritual, moral, social and cultural development. Some subjects lend themselves more strongly to particular aspects e.g. RE has a clear and direct link to spirituality but equally science work relating to the natural world can give rise to these opportunities. All teachers must consider opportunities to reflect these aspects in their medium term planning. Cultural opportunities are particularly supported by RE, Art, PSHCE, Music Geography and History. These subjects also provide particular opportunities to raise opportunities to highlight and teach explicitly the British values of democracy, rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs.

Also refer to Long Term Plans showing mapping of opportunities for spirituality and for RE/ cultural links. Other useful documents include our British Values statement and SMSC policy.

10. Assessment of progress through the curriculum

In Foundation Stage assessment takes place on entry to Nursery or Reception class and termly thereafter. Progress is measured against Development matters and the Early Learning Goals when appropriate. At the end of Reception children's progress in the Early Learning goals is assessed to see if they have reached a Good Level of Development. In September 2015 a new baseline was trialled for all Reception children. In the summer term of Reception, children's skills and knowledge are transferred to the Sheffield STAT for literacy and maths in preparation for transition.

In KS1 and KS2 assessment for reading, writing, spelling, punctuation and grammar and mathematics takes place at least half termly. Teachers use the Sheffield 'School Tracking and Assessment Tracker' (STAT). For foundation subjects 'Not as you know it' subject resources are used to track the development of key skills in each year group. For RE, assessment against the Agreed Syllabus objectives takes place. Records for all subjects are updated at least half termly. Tracking information for maths and all aspects of literacy is added to O track on a half termly basis.

Also refer to our EYFS and our Assessment policy

11. Subject Leaders

All teachers are subject leaders in our academy and there is non-contact time provided to carry out necessary duties this is arranged on a termly basis. There is also a proportion of 'directed time' available each week to support this work.

Duties include:

- Keeping up to date with developments in their subject (s) at both local and national level

- Reviewing the way their subject is taught and delivered (e.g. reviewing plans, observing that appropriate teaching strategies are in use)
- Ensuring that assessments are completed and children tracked. Subject leaders should be aware of children who find learning easy or more difficult in their areas.
- Preparing action plans and monitoring and evaluating the impact of actions
- Ensuring that there is full coverage of the National Curriculum programmes of study
- Acting as a guide for other staff to help with curriculum enquiries, resourcing issues etc.
- A portfolio of children's work may also be kept to show expectations of attainment.
- Reviewing, organising and purchasing new resources to support teaching (a small budget is agreed annually)

12. Monitoring and Review

The Head Teacher, subject leaders and governors monitor our curriculum. This is carried out in a number of different ways including: lesson observations, monitoring of plans and assessments, discussion with pupils, staff and parents; scrutiny of children's books and, at times, surveys may be used.

13. Subject Specific information

Subject policies are available for: Literacy, Mathematics, RE, Computing, MFL and PE. Guidance for other subject is included here.

Science: specific aims and teaching approaches

Aims

- To develop scientific knowledge and conceptual understanding in biology, chemistry and physics.
- To develop an understanding of the nature, process and methods of science through conducting different scientific enquiries. This will enable pupils to answer scientific questions about the world around them.
- Pupils will be equipped with the necessary scientific knowledge to understand the uses and implications of science now and in the future.
- Pupils will read and spell scientific vocabulary at levels consistent with their word reading and spelling knowledge.
- By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in relevant programmes of study.

Specific teaching approaches

- Lessons will be taught in blocks, with progression within each block throughout the Key Stages. Within these blocks, pupils will be taught a sequence of knowledge and concepts.
- Pupils must develop a **secure** understanding of each key block of knowledge and concepts in order to progress. Misconceptions must be addressed and depth of understanding encouraged.
- Technical terminology should be used accurately, allowing pupils to become familiar with both common and technical terms from Key Stage 1.
- Opportunities should be given for pupils to articulate scientific concepts, allowing misconceptions to be addressed and to probe thinking. Curiosity should be encouraged, promoting pupils to ask questions.
- Pupils should have opportunities to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.
- Pupils' engagement should be maximised by using different learning contexts. These should include but not be limited to; visitors to school, school trips, outdoor learning opportunities and links to the local and wider community.
- Independent and cooperative work should be encouraged when conducting investigations. As pupils progress through the Key Stages, they should be confident to choose an appropriate way to answer a scientific question.
- The 'Working and Thinking Scientifically' strand should not be taught as a discrete block, but woven throughout the various scientific blocks.

Specific Resources:

- A range of resources are available in the library in labelled boxes relevant to the different blocks of learning.
- There are a variety of books that are available in the library as well as within classrooms.
- The local lending library provides a range of books on request at the start of each new term.
- There are various sites on the Internet that provide up to date materials including reference materials as well as videos and photos.

www.bbc.co.uk/science

www.nationalstemcentre.org.uk

Art: specific aims and teaching approaches

Aims

- To promote a confident, positive attitude towards the learning and use of art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Specific teaching approaches

- The Long term plan for art ensures that skills are developed in 7 key areas (drawing, painting, 3D, sculpture, textiles, collage, printing and digital media.) throughout each year group and build on skills from previous years.
- Art skills are developed and used to enhance other topic areas in the curriculum.
- Children study a variety of different artists, some are suggested in the LTP but others may be used in the study of other curriculum areas e.g. geography.
- Cultural opportunities are available e.g. geography through the study of art in another country.
- Visits by artists and visits to galleries are encouraged.
- Art work of famous artists are studied by children when learning new skills.
- Children are encouraged to evaluate their own and others artwork
- The use of sketch books is promoted to enable children to gather ideas for their work; to explore techniques and show progression in their work (Y1-Y6)

Specific resources:

Art resources are kept in the Art cupboard. Staff should highlight to the Art subject leader when new materials are needed. Resources should be returned to the Art cupboard by a staff member not children. Each member of teaching staff has a copy of the art scheme for their current year group. The full scheme is held on the server.

DT: specific aims and teaching approaches

Aims:

- Prepare children for tomorrow's rapidly changing world
- Develop creative and problem solving approaches both as an individual and a team member
- Develop practical skills which are combined with aesthetic, social, environmental, economic and industrial understanding.
- Talk about how things work, draw and model their ideas
- Select and use safely appropriate tools and techniques
- Foster enjoyment, satisfaction and purpose in designing and making
- Develop and understanding of technological process, products and their manufacture and how they contribute to our society.
- Food technology provides opportunity to explore healthy eating and lifestyles as well as safe practices for food hygiene.
- Develop awareness of Health and Safety

Specific teaching and learning approaches appropriate to DT.

- A cycle of reviewing (existing) products to inform the design process, focused practical tasks, designing, making and evaluating should be followed.
- The design process should consider: The User, Purpose, Functionality
- Design decisions should allow pupils to demonstrate creative, technical and practical skills and link learning from other subjects.
- Innovation should be encouraged at the design stage through the use of open ended starting points for learning.
- Design and make products should be authentic – real and believable (genuine purpose for a real user)
- Focused practical tasks should teach explicit skills e.g. joining card with a pivot joint
- Critical evaluation of own products
- Practical activity
- Use ICT to improve models and the finish of products as well as research
- Planning and drawing should reflect maths skills (measurement, scale drawing)
- Direct teaching of specific explicit skills e.g. chopping skills in food technology or the use of saws with wood.
- Teaching of safe practices in practical activities
- Collaborative activities in pairs and small groups with each member having a clear role

Specific resources/links: DT resources are kept in the DT cupboard. Staff should highlight to the DT subject leader when new materials are needed. Resources should be returned to the DT cupboard by a staff member not children.

<https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/>

History: Specific aims and teaching approaches

Aims:

- To develop a greater knowledge and understanding of history, of change and causes of change.
- To develop the ability to understand different interpretations of history.
- To develop pupils' ability to acquire evidence from historical sources and to question and make judgements as to their reliability, value and bias.
- To enable children to develop a greater historical knowledge of their locality.

Specific teaching and learning approaches:

- An enquiry approach. Using open questions to rouse curiosity and interest, shape investigations, elicit views and stimulate purposeful discussion.
- Discussing and debating themes to sharpen thinking skills and promote understanding.
- Children utilise reference books that provide a rich source of knowledge about historical periods.
- Providing copies of historical documents that connect children with people and situations and provide a context that enhances the learning of Literacy.
- Verbal approaches to writing to enable children to clarify concepts, explore appropriate vocabulary and think about the form or genre in which they will write.
- Creating timelines to enhance children's understanding of chronology.
- Visual images are used as a powerful teaching and learning tool, providing windows into the past where the children can use pictures as sources of information.
- Objects and artefacts provide a rich source of information. Children learn messages about the people who made, owned and used them, and about the places they came from.
- Investigating maps helps children to develop an awareness of place. In addition, they help children to understand the physical world in which people lived, as well as their beliefs, attitudes and experiences.
- Drama is used in lessons. An historical resource such as a story, document, picture or artefact can provide a good starting focus for drama.
- Simulations and games recreate in children's minds situations that faced people in the past. They provide richness and variety in the classroom, with pupils' emotions and intellects actively engaged as the past is brought to life.
- Provision should be made for visits and visitors to bring History alive.

Specific resources/links:

History resources are kept in the library cupboard. These include labelled boxes reference units of work and periods of history. North Lincolnshire museum service can support with visits and outreach work as well as boxes of artefacts.

<http://www.bbc.co.uk/history>

<http://www.history.org.uk/resources/primary.html>

Geography: specific aims and teaching approaches.

Aims:

- Stimulate pupils' interest and curiosity about their surroundings at a local, national and global level.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and consider their responses.
- Foster a sense of responsibility for the earth and its resources, promoting sustainability.
- Consider and review environmental issues.
- Develop pupils' competence in specific geographical skills.

Specific teaching and learning approaches appropriate to Geography:

- A variety of teaching and learning styles are used in Geography lessons.
- We start all topics with enquiry based research activities.
- Children are encouraged to ask as well as answer geographical questions.
- We aim to set common tasks which are open ended and can have a variety of responses.
- Through Geography we aim to develop pupils' thinking skills.
- We promote an awareness and understanding of diversity, cultural, spiritual and moral issues within a geographical context.
- Through Geography we aim to develop pupils as active citizens.
- Staffs are encouraged to plan geographical activities that involve using the local environment and visits to enhance the pupils learning.
- Cross curricular approaches are used in Geography to enhance the pupils learning.
- First hand 'field study' and observation should be used whenever possible
- Gather and interpret a range of data including using maps, globes, plans, diagrams, charts, aerial photographs and digital computer mapping etc.
- Geography teaching should expand children's understanding of diversity and challenge stereotypes of cultures.
- Children should communicate geographical knowledge in writing and numerical forms
- Geographical teaching should enable children to make links between physical and human elements.
- Use digital technologies in the field and for presenting work.

Geography resources

Resources are kept in the staff room along the back shelves and the cupboards below. Staff should inform the Geography subject leader when a new resources is required.

Music: specific aims and teaching approaches

Aims

- to inspire a love of music and develop talent as musicians: increasing confidence and creativity
- to use the voice to sing, create and compose
- to provide opportunity to learn an instrument and perform
- to listen to music and develop critical evaluation skills exploring a wide range of music from different composers and historical periods.
- provide opportunity to understand and explore how music is created, produced and communicated
- to explore the interrelated dimensions of: pitch, duration, dynamic, tempo, timbre, texture, structure and to use appropriate musical notation.

Specific teaching and learning approaches appropriate to music

- Singing opportunities should feature in all lessons
- Learning should be engaging and collaborative and involve improvisation and composition.
- Lessons should include opportunity to perform, listen and appraise.
- Develop aural memory
- Composition skills should be explicitly taught building towards the use of more formal musical notation.
- A wide range of musical instruments should be explored including tuned and un-tuned.
- Children should experience a range of live and recorded music from different historical and cultural styles.

Specific Resources/ links:

There is a wide range of percussion instruments in the music cupboard. Keyboards and glockenspiels are stored in the Y4 stock cupboard. Some glockenspiels are kept in the hall. Violins, clarinets, flutes can be found in the staffroom cupboard. A piano is in the hall. The school owns a set of 'Belle plates' and Samba drums. Musical song books are kept in the Y2/3 shared area. Each year group has a Music Express scheme book and disc to support lessons. Other materials supplement this core programme.

CD's are available in the drawer unit in the hall (behind the audio system) increasingly there is a wider range of materials to draw on from different cultures and historical periods.

PSHCE: Specific aims and teaching approaches

Aims

- Understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes a good relationship with others
- Have respect for others
- Be an independent and responsible member of the school
- Understand what British values are and how they can be a positive and active member of a democratic society
- Develop self-confidence and self-esteem, make informed choices
- Develop good relationships with other members of the school and wider community.

Specific teaching and learning approaches appropriate to PSHCE

- Active learning
- Discussion, investigation and problem solving
- Practical activities
- Use of visits and visitors e.g. health workers, police, MP, local church members and others from our community
- Active citizenship e.g. fundraising
- Circle time
- Linking with school council to promote democracy
- Use of school strengths and values
- PGL provides opportunity to develop resilience, leadership and cooperation skills

Specific Resources:

Health for Life teaching guides (KS1 and KS2), SRE videos, drugs education packs and SEAL (Social and Emotional Aspects of Literacy) resources are available in school and online.

SRE materials must not be used unless parents have been informed and invited to view video resources.

'A Health Bus' can be booked via the school nursing service however this bus is in high demand both in Doncaster and North Lincolnshire LA's.

Other supporting resources can be found on the shelves in the staffroom.