Whittaker Moss Primary School

Curriculum Policy

(Incorporating Teaching and Learning)

**To be read in conjunction with: ** **Home Learning Policy**

 **All individual subject policies ** **Curriculum Statements**

**This policy was written in April 2021 and approved by the governing board.**

**Reviewed September 2023. Next Review: September 2025.**

**CURRICULUM POLICY**

At Whittaker Moss Primary School, the curriculum is coherently planned and sequenced using the Early Years Foundation Stage Framework 2021, National Curriculum and the Locally Agreed R.E. Syllabus. It also includes the explicit teaching of PSHE and statutory Healthy Relationships Education. The teaching of British Values permeates our curriculum. The curriculum is ambitious for all pupils, regardless of need or ability. The learning is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enrichment opportunities to engage learning. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning.

# Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, 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 experiences of our children. It 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, whilst developing knowledge, skills, and good attitudes to learning, in order that they achieve their true potential.

# Values

At Whittaker Moss Primary we strive to make our children passionate learners and make their learning as much fun, enquiry-based and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well-rounded, confident and resilient children who will develop the skills needed to become life-long learners. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals who are respectful of themselves and of others in our school, our local community and the wider world.

* 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 organise our curriculum so that we promote co-operation and understanding between all members of our community.
* At Whittaker Moss, our pupils’ chosen values: **Resilience, Honesty** and **Respect** permeate all areas of school life.

# Aims

At Whittaker Moss Primary School, we aim to offer a curriculum which:

* Provides a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
* Enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
* Is enquiry-led and develops critical thinking.
* Supports pupils’ spiritual, moral, social and cultural development.
* Supports pupils’ physical development and responsibility for their own health, and enables them to be active.
* Promotes a positive attitude towards learning and encourages pupils to become creative, independent learners.
* Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
* Has a high ambition for all pupils.
* Makes learning more meaningful by putting it into context.
* Enables pupils to challenge themselves and engage themselves in deeper learning.
* Equips pupils with the knowledge and cultural capital they need to succeed in life.
* Enables pupils to reach their full potential and become successful lifelong learners.

# Organisation and Planning

At Whittaker Moss Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception and Nursery.

[2014 National Curriculum for Key Stages 1 & 2](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

[Early Years 2021 Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2%22%20%5Co%20%22Early%20Years%202021%20Framework)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies). We use the Cornerstones 2022 Curriculum Maestro curriculum as the main vehicle for the delivery of our curriculum.

Separate curriculum statements and policies:

* English
* Maths
* Science
* Physical Education
* History
* Geography
* Music

  RE

  Computing

* PSHE & HRE
* MFL (French)

  Art

  Design Technology

The Nursery and Reception curriculums are planned on a yearly cycle, linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests. From September 2021, there has been a greater emphasis on the development of early language and literacy, as detailed in the 2021 EYFS framework. This will provide the building blocks for learning across the rest of the school which has a focus on reading and vocabulary. In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on ‘wow’ experiences, cross curricular links and learning supported by quality texts and other quality experiences.

Each subject’s learning journey is carefully mapped out and planned and is monitored through skills progression checks from the EYFS up to Year 6.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans and medium-term plans from which the teachers produce knowledge organisers to identify key concepts, knowledge and vocabulary to be taught in a specific subject unit. The more detailed weekly/fortnightly short-term planning will focus on the teaching and learning processes and styles. A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation and teaching assistant direction if and where required, vocabulary development, risk assessment, British Values/SMSC links and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

At Whittaker Moss we use the National Curriculum 2014 as a starting point for all long-term plans. This in conjunction with Curriculum Maestro Learning Units and the O Track Assessment Tracker to ensure clear learning intentions and progression across the year groups. Subject developers cross-reference each year group’s learning in their subjects against national curriculum statements to ensure that there are no gaps in our curriculum.

# Time Allocation per Subject

At Whittaker Moss we take into account the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002. This remains the most recent centrally published guidance on time allocation in the curriculum. This guidance suggests a possible allocation of time in hours and minutes per week, averaged across a year for National Curriculum subjects. The table below illustrates the suggested timings per subject. Although this no longer reflects current government policy with the addition of learning a Modern Foreign Language (MFL) and the introduction of a weekly HRE lesson from Spring 2021, teachers use this guidance only to support their timetabling.

At Whittaker Moss our cross curricular curriculum and joined up approach to learning provides children with plenty of opportunities to extend their learning and develop skills outside the strict timetabling of each subject.

|  |  |  |
| --- | --- | --- |
| **Subject** | **KS1 (hours:minutes)** | **KS2 (hours:minutes)** |
| English | 5:00-7:30 | 5:00-7:30 |
| Mathematics | 3:45 | 4:10-5:00 |
| Science | (1:30 if taught weekly) | (1:30 if taught weekly) |
| Design and technology | (0:50 if taught weekly) | (0:55 if taught weekly) |
| ICT | (0:50 if taught weekly) | (0:55 if taught weekly) |

|  |  |  |
| --- | --- | --- |
| History | (0:50 if taught weekly) | (0:55 if taught weekly) |
| Geography | (0:50 if taught weekly) | (0:55 if taught weekly) |
| Art and design | (0:50 if taught weekly) | (0:55 if taught weekly) |
| Music | (0:50 if taught weekly) | (0:55 if taught weekly) |
| PE | 1:15 | 1:15 |
| RE | 1.00 | 1:15 |

*(Timetabling guidance reference:*

[*https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/primary-curriculum-management/required-teaching-time-*](https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/primary-curriculum-management/required-teaching-time-for-national-curriculum-in-key-stages-1-and-2)[*for-national-curriculum-in-key-stages-1-and-2*](https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/primary-curriculum-management/required-teaching-time-for-national-curriculum-in-key-stages-1-and-2) *Accessed 8th February 2016)*

# Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can do done by signposting or using neutral backgrounds and selecting and organising displays carefully. Displays that support learning, which are too busy or distracting, are discouraged. In the EYFS, displays and resources are organised and labelled to enable learning and teach children organisational and ordering skills.

Displays around school are also used to showcase, value and celebrate children’s achievements and great work. Children have input into these displays and the aim of them is to promote children’s self-esteem and recognise good learning.

# Assessment, Recording, Monitoring and Evaluation

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy and the O track system. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore use this to plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil’s books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school’s policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children though the year groups for the end of key stage testing as required by law.

Reception pupils are assessed through the reception Baseline Assessment at the start of the year and the Early Years Foundation Stage Profile at the end of the year. Pupil profiles are established for each child in Reception and assessments are made against the Early Years Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback, please see the policy below:

 Marking and Feedback Policy

Children’s progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child’s progress.

# The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader 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. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children’s work/a set of children’s workbooks, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The role of the subject leader is to:

* provide a strategic lead and direction for the subject
* support and offer advice to colleagues on issues related to the subject
* support staff development and improve the quality of teaching and learning over time
* monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
* monitor and evaluate teacher’s planning and teaching
* keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
* to liaise with appropriate bodies e.g., other schools, governors, the LEA etc. about matters relating to their subjects
* provide efficient resource management for the subject.
* map coverage of the curriculum to long term plans
* engage with subject associations and disseminate information to staff as ‘mini’ CPD.

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that all staff are given opportunities to contribute to the design and development of the curriculum.

# Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example river fieldwork as a part of geography) the LA will be notified, and permission sought as part of the risk assessment. For further guidance reference needs to be made to:

 The school’s Health and Safety Policy

 The school’s Educational Visits Policy

# Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

* We set suitable learning challenges
* Respond to pupils’ diverse needs
* Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with the school’s SEND policy.

# Subject-Specific Units

Across the school, we deliver many of the curriculum areas through a Subject Specific Units Curriculum: this being where subject content is delivered through a range of broad and balanced, knowledge-rich units. Each unit follows the Cornerstones pedagogy of Engage, Develop, Innovate and Express.

Through this approach we ensure that:

* learning activities are planned around the distinctive needs of our children at Whittaker Moss
* learning is sequential and prior knowledge is built on

  learning is enquiry-based to promote curiosity

  outcomes raise standards

  basic skills are embedded in children’s

 learning

  learning is meaningful and set in context

  writing is purposeful

  positive learning behaviours are taught

  learning is underpinned by latest thinking about quality learning

Across school, each year group has its own curriculum which has been carefully planned to be interweaving and progressive for all children. For some subjects we use separate commercial schemes as the vehicle for delivering the curriculum: Striver for P.E., Charanga for Music, Language Angels for MFL, Teach Computing for Computing and Dimensions for PSHE and HRE. R.E. is taught through the LA locally agreed syllabus. Where appropriate, links between subjects are made to enable joined up, purposeful learning.

# Curriculum - Organisation

Teachers follow a clear planning structure for our curriculum. A whole school map of units is produced yearly by the curriculum lead. From this, class teachers create their long-term plan. Teachers use Curriculum Maestro unit plans to inform which knowledge and skills in the different subjects will need to be planned for and taught.

Knowledge organisers and medium-term plans allow our teachers to structure teaching and learning to ensure not only National Curriculum coverage but that content - and particularly quality of vocabulary - will meet the needs of our children. Knowledge organisers identify key knowledge to be acquired and teaching methods will identify learning behaviours we wish our children to develop: courage, curiosity, commitment, resilience, happiness, humility, responsibility, respect, patience, positivity. At this stage thought will be given to the learning opportunities provided and the desired learning outcomes.

Examples of knowledge organisers:

Within the subject-specific unit curriculum this will incorporate:

* The children’s own ideas and questions
* How the unit will be introduced (a ‘wow’ factor to get the children engaged)
* Opportunities for visits or visitors to enhance learning
* A focused learning outcome at the end of the theme e.g. a presentation, dramatisation or production of an artefact
* How children’s work will be presented e.g. theme book, artwork, recording through ICT, display, class curriculum book

## 'It is important to view knowledge as a sort of semantic tree - make sure you understand the fundamental principles, i.e. the trunk and the big branches, before you get into the leaves/details or there is nothing for them to hang on to.'

(Elon Musk)

# Curriculum communication to parents

Communication with our parents’ about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

* Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents’ make an appointment to meet with their children’s teachers and discuss their progress.
* School website and class pages inform parents what has been happening in the wider curriculum and detail the curriculum coverage for that class for the half-term.
* The school’s Facebook page informs parents instantly of whole school or enhanced activities

 which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call. Parentmails may be sent out providing details of specific events or inviting parents into school.

# Home Learning

Home learning is given in line with our school policy in English, Maths and our Subject-Specific Unit Curriculum. All home learning is given to the children in paper format and is enhanced through our digital subscriptions: Times Table Rockstars, Spelling /Maths Shed and Purple Mash. Teachers create extra home learning opportunities by giving pupils a ‘menu’ of topic-based tasks to choose from to complete each term.

# Enhanced Provision

We aim to enrich our pupils’ lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils’ learning through developing positive two-way relationships with our local community.

As part of our enhanced provision, each year we have a team of school leaders (School Captains, Ambassadors, School Councillors and Eco Reps). These are really important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this they develop a number of the learning behaviours which we place so much importance on children acquiring in their time at Whittaker Moss.

# Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

# Accountability and responsibility

Our governing board is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the curriculum leader’s reports, reports from subject leaders, curriculum governors interviewing staff and pupils about quality of teaching and learning and the Headteacher's reports.

We have named governors who oversee the quality of education. The governors liaise with the curriculum lead and subject developers and monitor the implementation of the school’s curriculum.