

# Curriculum Policy

*'Children learn better when they are excited and engaged – but what excites them best is truly excellent teaching, which challenges them and shows them what they can do.'* (Department for Education and Skills, 2003, Foreword)

At Westminster CE Primary Academy, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in early years. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, young people who have a genuine thirst for learning. Learning is brought to life through meaningful and enjoyable experiences which embed taught skills and knowledge.

Our curriculum is focused on developing children who are:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live healthy, safe and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

Our curriculum provides:

## **LIFE LONG LEARNING**

Knowledge and skills of English, Mathematics, ICT, skill based curriculum, Personal, Learning and Thinking Skills.

## **INDEPENDENT LEARNING**

Children actively involved in their learning and evaluating their own success. Knowing steps needed to be taken to achieve succeed.

## **HIGH QUALITY LEARNING EXPERIENCES**

Memorable, hands on experiences, where children are given a range of learning opportunities to achieve.

## **Christian ethos**

The school curriculum is underpinned by the Christian ethos of our school. In addition to the teaching of R.E., there is provision for a daily act of worship. We expect our children to put the Christian values they acquire at school into practice both in their learning and in their interaction with other people

## **Roles and responsibilities**

The teaching staff will ensure that

The curriculum is delivered effectively, with reference to the Teaching for Learning policy

The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate

Planning is relevant to the needs of the children

The procedures for assessment meet all legal requirements and results are published

There is equality of access to the whole curriculum

Subject Leaders

provide a strategic lead, support and advise colleagues, and monitor progress in their area

The Principal will ensure that:

The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan

The Governing body is advised about statutory targets and results in order to make informed decisions

School policies are approved and/or reviewed at appropriate intervals

A report is given to Governors on curriculum and other developments .All school policies and procedures

are checked against the principles set out in the curriculum policy

All teaching staff fulfil their roles and responsibilities (see above)

The Governing Body, will at committee level:

Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy

Have a strategic input into the School Improvement Plan

Consider the advice of the Principal when setting targets and monitor progress towards those targets

Receive all relevant reports, performance and assessment data

Ensure that National Curriculum test and teacher assessment results are published

Monitor progress towards curriculum and other objectives in the School Improvement Plan

### **Planning and teaching**

The curriculum is planned and organised 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.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed short term planning will focus on the teaching process and to map the sequence of learning clearly showing differentiation. Class teachers meet regularly to ensure continuity of provision and of expectations and outcomes across the year groups. We plan learning experiences through a skills based curriculum. An emphasis is placed upon the thematic approach. Learning within the themes is based upon the acquisition of key skills. The skills provide a clear focus for lessons, showing a clear and cyclical progression of skills, whilst demonstrating their function within 'real life' contexts.

RE is taught as a discrete subject as recommended and according to the Diocesan syllabus Understanding Christianity. (See RE policy).

However, links are made with the theme if appropriate

Each theme begins the learning Journey with a memorable start and ends with an exciting finale (Hook and Outcome). Teachers are given the flexibility to organise their timetable allowing space for depth of study.

Through the learning sequence we provide opportunities for-

- Collaborative learning
- Purposeful, real life learning experiences.
- Skills for life
- Enterprise skills
- Celebration of achievement
- Pride in success and work.
- Experts, trips, hands on learning.
- Independent thinking and learning
- Community links
- Home academy link
- Enjoyment through achievement
- ICT as a powerful learning tool
- Learning beyond the classroom
- Spiritual, moral, social and cultural differences

Lessons will take place inside and outside of the classroom, making use of the academy's and local community's resources. Our classrooms are areas that develop:

- Independent enquirers- hypothesis, investigation, research and reflection.

- Creative thinkers – to encourage imaginative and original thinking; exciting and challenging learning opportunities, using the children’s curiosity as a stimulus when appropriate, problem solving
- Reflective learners-the children’s confidence to ‘have a go’, develop self-belief and value their own and others’ ideas; overcome barriers to learning,
- Team workers-choice and decision making when working independently and collaboratively;
- Self Managers- improving own learning and performance, taking responsibility for own learning.
- Effective participators-taking an active take role in the academy and local community.

## **Resources**

Learning through themes is supported by a range of resources including access to our outdoor learning environment, academy allotment and the wider community through visitors to academy and educational visits. Subject to financial constraints and in line with our school development plan, 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. 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..

## **Equal opportunities**

We believe that the thematic approach enables all children including those with English as an additional language (EAL) and Special Educational Needs (SEN) to participate fully in the curriculum. Children are able to participate and progress at their own level. The use of flexible planning and the setting of individual targets support Assessment for Learning.

## **Assessment**

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. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning including;

- Observation notes
- Photos
- Examples of work
- Annotated work
- Pupil interviews
- Children reflecting on what they have done.
- Matching key skills to work.
- Plans, diagrams etc.

Formative assessments take many different forms and are reflected in the pupil’s books/work in the detailed marking and provision of constructive feedback. Feedback follows the school’s policy 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 using the Foundation Stage Profile. For further information about assessment, recording and reporting as well as marking and feedback see linked policies. Children’s progress and attainment in core subjects 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.

At Westminster CE Primary Academy pupil performance will be monitored termly through pupil progress meetings.

## Monitoring and Evaluation

The senior leadership of the school have overall responsibility for monitoring and evaluating the effectiveness of the curriculum. They are supported by subject leaders who are responsible for monitoring the development of their subject within the thematic curriculum and identifying and providing support and training as required. Through observation of teaching and collection of evidence from the work produced, the senior and middle leaders will be able to evaluate the curriculum.

## Keeping Parents Informed

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.

The schools Twitter feed 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.

through termly news letters to parents

parents' workshops.

The work produced by the children is shared and celebrated on displays

Parents are often invited to the 'Outcome' of a topic which include galleries, parties, productions, etc.

## Homework

Homework reflects the learning that is taking place in the classroom and enables parents to support their child's learning at home. Pupils have homework for English which includes regular spellings and reading and homework for mathematics. Other homework may be given to link to the creative curriculum work done in school. Pupils are encouraged to access ICT resources from home to further support key skills taught. Parents are encouraged to sign pupil reading records and to engage in and support homework. School provides a homework club to support pupils who need additional support.

## Topics to be taught in each year group

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	Light and Dark	Everything Changes	Animal Kingdoms
<b>Year 2</b>	Through the Door	Amazing Journeys	The Great Outdoors
<b>Year 3</b>	Horrible History (Ancient Egypt)	Horrible Histories-Stone Age Dinosaurs	It's Carnival Time
<b>Year 4</b>	Who wants to be a chocolatier?	Roman Britain The Weird and the Wonderful	A Strange New World
<b>Year 5</b>	Anglo Saxons	A Royal Celebration	Are we there Yet?
<b>Year 6</b>	The Vikings	Save the World	Alpha to Omega

