



Curriculum Policy

November 2017

Aim

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. Wanborough Primary School aims to provide a rich, stimulating, caring and challenging environment, in which every child can achieve their full potential.

Statutory Requirements Include:

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum defines the education for children from birth to the end of their reception year. It underpins all future learning, supporting and promoting the child's physical, intellectual, social and emotional development.

Aims of the Early Years Foundation Stage Curriculum

- 1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.*
- 2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.*
- 3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.*

4. *To provide a curriculum which promotes the 'Early Learning Goals' (Specific and Prime areas) identified by the Qualifications and Curriculum Authority.*
5. *To provide a curriculum which provides equal learning and development opportunities for all the children.*
6. *To create a partnership with parents to support and enhance the development of the children.*

The Early Years Foundation Stage spend a considerable amount of time on child initiated play because of the impact it has on their development.

National Curriculum

The Education Reform Act imposes a statutory duty to ensure that students follow the National Curriculum and its associated strategies. The National Curriculum represents the whole curriculum delivered at Wanborough, through a 'creative-curriculum' topic approach where possible.

Excellence and Enjoyment

We realise that children learn better when they are excited and engaged. Through our topic approach, we try to develop a joy in the children that encourages them to learn, which is why we often take a fresh look at our curriculum timetable and enrich it through different experiences.

Student Entitlement

We recognise that students are entitled to a curriculum, which is characterised by breadth, balance, coherence, relevance, differentiation and progression. The school attaches the following meanings to these terms and expects subject areas to contribute to them within their individual policies and action plans.

Breadth

A broad curriculum will bring students into contact with the elements of learning (knowledge, understanding of concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological).

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement where possible. In particular we use scheme such as the White Rose Hub to develop our mastery curriculum in Mathematics.

Relevance

A relevant curriculum will take account of the previous learning of pupils and their readiness for new experiences; this promotes progression across year groups and develops pupils understanding and application of concepts in all subjects.

Differentiation

Differentiation involves matching tasks to pupils, balancing challenge with likelihood of success for each pupil across the ability range. It implies a need for variation in teaching approaches and classroom organisation. We also use the 'chilli challenge' to encourage our pupils to challenge and stretch themselves.

Progression

Students, parents and teachers are continually kept informed of academic progress via the school's assessment, recording and reporting procedures. Internal monitoring at all levels also ensures that there is progression of concepts and skills across year groups in all subject areas.

Extra Curricular Provision

We take every opportunity to extend the curriculum beyond the timetabled lessons, through the provision of extra-curricular opportunities in sports, music and other areas.

Monitoring and Evaluation

The school will regularly monitor the curriculum through a variety of methods that include teachers, parents and governors. Appropriate recommendations for change will be made to the Headteacher who will consult the governing body, before implementing any change through targets set in the school improvement plan and co-ordinator action plans.

Monitoring Methods include:

- Book scruntinies;
- Subject audits;

- Lesson observations;
- Learning walks;
- Implementation and application of the teaching and learning policy;
- SIP review set against action plans;
- Governor visits to classrooms once a year;
- Planning audits;
- Progression and objectives mapping;
- Homework scrutinies;
- Pupil Conferencing.

Evaluation of the curriculum will be measured against a range of indicators.

- Key Stage and Test results;
- Individual Pupil Indicators;
- Recommendations from Inspections and Audits;
- New Legislation and Opportunities;
- Reports to the Governing Body;
- Annual Subject Reviews;
- Progression and objectives mapping.
- Subject Leads monitoring reports - every 6 weeks.

Curriculum Organisation

The curriculum is organised into:

- Early Years Foundation Stage - Reception
- Key Stage One - Years 1 and 2
- Key Stage Two - Years 3, 4, 5 and 6

Throughout the school, students are sometimes taught in ability groups for certain aspects of the curriculum and at other times in mixed ability groups. Regular consideration is given to the appropriateness of individual rates of progress and performance.

Topic Approach

In September 2014 the new National Curriculum became statutory. We have worked hard as a team to produce curriculum overviews for each year group with all the objectives and topics that are stipulated to be learnt in each year group. Along with the topic based approach to our teaching we adopted in 2006, to allow our teaching to be more creative, stimulating and relevant for the children we use these overviews to make links within subjects and create a termly topic to encompass our focus and learning within. Subjects and objectives that do not fit

into the creative curriculum/topic approach are taught discretely, to ensure coverage of the entire National Curriculum.

We recognise the importance of P.E. and have implemented 2 weekly sessions that is taught by our own staff who are supported by our specialist teacher with planning and recording observations.

All classes have opportunities to develop their skills in the ICT suite, through a cross curricular approach. Pupils have access to laptops within their classroom, as well as a class Ipad. More Computing opportunities are embedded within learning and there is more access to a range of computing equipment and programmes both at school and at home, which we continue to increase to support us with keeping up with developments in technology and supporting our pupils. We now have 15 mobile Ipads and 10 class laptops each that can be used in our classrooms on a daily basis, alongside our Alphaboards.

French is taught to all KS2 classes by an in-school expert and through collaboration with The Ridgeway Secondary School and others in the cluster's planning. KS1 pupils play French games and introduce counting and singing through the use of Linguascope regularly.

Signed:

Date of Review: November 2017 (Curriculum)

Next Review Date: November 2018