



Wynyard

CHURCH OF ENGLAND
PRIMARY SCHOOL



Curriculum Policy

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We are a Rights Respecting School and our policies reflect this in line with our belief that children have rights but also responsibilities as part of our school community.

1.0 Introduction

At Wynyard Church of England Primary School, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

During the COVID-19 period, this policy runs alongside our 'Remote Learning Policy' to ensure in the event of any bubble/school closures or periods of self-isolation we can maintain our high-quality curriculum for any children accessing home learning.

The curriculum is creative and challenging, and promotes the spiritual, moral, social, cultural, British Values and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life. All pupils are expected to acquire skills in speaking and listening, reading, writing, maths and information and communication technology (ICT). In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide.

The school's curriculum provides all learners with a range of opportunities that excite and inspire, supporting all children so they can achieve individually and make a positive contribution to society. It is a curriculum that allows and assists children to succeed and make the best of their talent and ability. Developing leadership and an expectation of service is a cornerstone of the school. Children have the opportunity to take responsibility for their own learning and supporting that of others, and the chance to contribute to and lead developments in school and the wider community.

The school provides full time supervised education for pupils between the ages of 4-11, as well as a Nursery for 3-4 year olds. Each level, prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.

2.0 Our Curriculum Model



Core Christian Values

Our Christian emphasis on developing the whole child, including their spiritual development, with the ensuing positive outcomes for personal and educational development, lies at the heart of our curriculum. Our distinctly Christian values are made explicit and are embedded in our teaching and learning, encouraging every child to realise their full potential in an environment that is supportive and caring, and dedicated to their individual growth and achievement. It is a curriculum that delivers academic achievement, personal development and well-being for all learners, regardless of their ability or background.

Core Learning

School sets very high expectations in all areas of the curriculum, with Maths, English and Religious Education forming the core of our curriculum across school. Our belief is that strong Maths and English skills give children the opportunity to excel in other areas of the curriculum. From the moment children enter our school they are given the best opportunities to learn these key skills. High quality teaching, wonderful learning environments and an engaging, fun and challenging curriculum approach are the drivers for outstanding progress across school. Children who enter our nursery and reception are immersed in experiences which support the development of early calculation, phonics, reading and writing, alongside developing lifelong learning skills such as resilience, perseverance and problem solving. These foundations are built upon as children move

through school. Children are treated as individuals and are challenged to progress to the next level of 'their' learning at all times.

Wider Themed Curriculum

We have a simple belief that children learn best when they enjoy their curriculum. We also believe that teachers are at their best when they enjoy what they are teaching. To achieve this, teachers have the remit to design their own themed curriculum for their class/year group which is tailored to the interests of all. We have a range of themes across school ranging from Roald Dahl to Under the Sea and Alternate Realities to Magical Worlds!

At Wynyard, we place a huge emphasis on the wider curriculum. Planning for themes is based on, but not solely restricted to the National Curriculum with each individual subject having a significant place in curriculum design. We look to adopt a cross-curricular approach where possible, with some subjects, or aspects of subjects taught discreetly. Our aim is for children to leave us with the skills and knowledge to prepare them for the next stage of their education and for future careers.

Forest Schools

We have a commitment to outdoor learning here at Wynyard. Every child, from Nursery to Year 6, accesses regular forest school sessions throughout the year within curriculum time.

STEAM

As part of our curriculum, we have a growing focus on STEAM (Science, Technology, Engineering, Art and Maths). Our commitment is to prepare children for future careers by introducing them to STEAM opportunities in the form of projects, themed weeks and working with local businesses.

All children in our school have opportunities to develop and grow in STEAM. We encourage children to develop their critical thinking, problem-solving and team-work skills through exciting, engaging and creative practical activities and projects.

Sport

Sport at our school has an extremely high profile. Our aim is to give children as many opportunities as possible to try new sports, with the aim of finding their 'sporting niche' and to direct them into community clubs.

Music

We have a huge emphasis on music at Wynyard and provide a high-quality music curriculum in order to engage and inspire all children to develop a love of music. Every child in school from Year 1 to Year 6 learns a musical instrument: Year 1 and 2 children learn ukulele;

children from Y3 to Y6 learn guitar; and children in Early Years learn a range of percussion. All children in school learn singing skills.

Through these music lessons, children develop their skills of listening, performing and composing music in a range of ways. They learn to perform a range of styles of music, using instruments and their voices; to listen to, review and evaluate a wide range of musical genres; to understand how music is created through understanding of rhythm, pitch, texture, timbre; musical notation and dynamics; and to apply this understanding to compose their own musical pieces. Older children in school also have the opportunity to use technology to produce music.

Character Education: Preparing Children for the Wider World

At Wynyard CE Primary we are committed to educating the whole child. Through our varied character education programme, we aim to celebrate the individuals within our school community – their preferences, interests and traits – as well as to develop their confidence, resilience and strength of character. This is achieved through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues.

We believe character education equips young people to grow in wisdom, love, faith and forgiveness and is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.

We hope that effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society.

3.0 Aims

Our aim is to provide a curriculum that is flexible, engaging and enjoyable for all. The school follows its own wide-ranging academic curriculum tailored to the needs of the pupil. Whilst the school is not required to follow the National Curriculum, our high quality staff effectively design themes and curriculum content based on The National Curriculum to immerse and engage both themselves and pupils in collective learning. Our belief is that learning is enhanced when teachers are invested/passionate in what they are teaching and progress is more likely to be accelerated when children enjoy the curriculum. The curriculum is further enhanced by a varied range of extra-curricular activities. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

4.0 Objectives

At Wynyard Church of England Primary School, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe, that out of school activities/visitors are integral in creating a stimulating and motivating learning environment. The curriculum follows a topic overview plan, where planning is based around a main theme, novel or event. A minimum of three topics are planned per year in Years 1 to 6. Within each topic, opportunities for enquiry based learning are included. Outdoor learning is a regular feature of our curriculum and is incorporated in each termly topic with each year group also taking part in regular Forest School sessions.

The objectives of our school's curriculum are:

- to provide a broad, balanced and relevant curriculum which encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- to provide a well-planned and regularly monitored curriculum which ensures that learning is continuous and that pupils make good progress
- to ensure that pupils acquire and develop the key skills of literacy, speaking and listening, and numeracy
- to enable and encourage all pupils to develop their strengths and interests in order to achieve to the best of their ability
- to actively involve pupils in their own learning in order to ensure challenge and progress and encourage independent learning
- to promote positive attitudes and interest towards learning so that pupils acquire solid foundations for lifelong learning
- to provide rich and varied learning experiences, encompassing a range of learning styles
- to prepare all pupils for the next stage in their learning
- facilitate pupils' personal, spiritual, moral, social and cultural development

5.0 Early years Foundation Stage

The Early Years Foundation Stage (EYFS) at our school applies to all pupils in Nursery and Reception. The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing:

- positive attitudes and dispositions towards learning
- self-confidence and self-esteem
- respect for others as well as oneself
- social skills and emotional well-being
- a sense of community
- language for communication and thinking
- reading and writing skills
- problem solving, reasoning and numeracy skills
- knowledge and understanding of the world
- physical skills

- creative skills

The curriculum in Nursery and Reception meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage. Curriculum planning focuses on Development Matters and the Early Learning Goals, which includes seven prime and specific areas of learning and development:

Prime areas

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Specific areas

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive arts and design involves enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology

Each area of learning shows progression through a sequence of developmental statements, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. Children explore the Early Learning Goals through play-based activities, which can take the form of adult-focussed sessions, adult-initiated sessions or child-initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

6.0 Key Stage 1 – Years 1 and 2

The curriculum for Key Stage 1 builds on the enjoyment for learning fostered in the Early Years Foundation Stage. Within Key Stage 1, the curriculum is based on the guidelines of the content outlined in the National Curriculum programmes of study.

In Key Stage 1, we adopt a combination of discrete and cross-curricular planning. Much of the learning within Key Stage 1 is delivered through topics and themes. A cross-curricular and thematic approach to teaching and learning enables pupils to apply their knowledge in a range of contexts. Children are able to make strong links between subjects and view learning as connected, relevant and purposeful. The curriculum in Key Stage 1 remains broad and balanced in order to capture the interests of pupils and stimulate their creativity.

Subjects taught in Key Stage 1 are:

Key Stage 1 Subjects	
Core Subjects	Foundation Subjects
English	Science
Maths	Art
Religious Education	Design Technology
	French
	Humanities – History and Geography
	Computing
	Music
	PSHCE
	PE

7.0 Key Stage 2

The Key Stage 2 curriculum builds on the knowledge and skills gained in the Foundation Stage and Key Stage 1 and continues to encompass all the areas of learning outlined in the introduction. As in Key Stage 2, we continue to adopt a combination of discrete and cross-curricular planning. The curriculum for Key Stage 2 remains broad and balanced with planned opportunities for creative, independent and active learning.

Subjects taught in Key Stage 2 are:

Key Stage 2 Subjects	
Core Subjects	Foundation Subjects
English	Science
Maths	Art
Religious Education	Design Technology
	French
	Humanities – History and Geography
	Computing
	Music
	PSHCE
	PE

8.0 Planning

Teachers plan topics throughout each year often with a focus around a novel/book, scientific and technological understanding (Science and Design and Technology), historical, geographical and social understanding (History, Geography and Citizenship) or understanding the arts (Art and Design and Music). Planning for English and Maths is based around the National Curriculum and teachers integrate units into the topics where possible to ensure 'purposeful' learning, at times, however, elements of these are taught discretely. Where relevant, individual subjects are linked to the main topic theme, however, subjects that do not link to the main topic theme are taught in discrete skills lessons. (R.E, Languages and P.E).

We believe that pupil voice is an essential factor in motivating children to learn and in providing pupils with ownership of the topic. At the start of each topic, teachers gather pupils' ideas about what they want to find out about the subject, what they already know and what they wonder. This input guides the development and content of each project taught, giving pupils a high level of choice.

Long term planning: Each year group team completes a yearly overview grid which shows the topics that they will teach that year. Long Term plans detail breadths of study and skills that we be covered in each topic across the range of subjects where learning is integrated in to the topic. This overview is reviewed and updated each year to match the interests and needs of children.

Medium Term planning: For each topic, teachers fill in a planning grid which details key questions, opportunities for stimulus/engagement, outdoor learning opportunities, enquiry led learning and a STEAM project for the theme. For subjects that relate to the main topic theme (see above), core objectives for each week are included on this plan. Where subjects are planned separately (see short term planning below) the blocks/units to be taught are stated clearly.

Short term planning: English and Maths are planned on a weekly/unit basis. Details of activities for other subjects are planned using skills detailed in the long term plan as guidance. Discretely taught subjects, such as PE and Primary Languages develop short term plans from specific long term plans.

9.0 Strategies for assessment, progression and continuity

Early Years

Planning in the Early Years Foundation Stage is responsive to individual pupil progress. Regular formative assessments, based on observations, photographs and examples of work, inform every day planning as well as providing 'next steps' for each pupil, ensuring that children move on in their learning. An individual profile is completed throughout the year and observational assessments are matched against the scales on the EYFS profile.

On entry to Nursery and Reception, all children are assessed in order to ascertain stages of development, strengths and needs. Detailed and flexible planning between all staff in the Foundation Stage ensures the delivery of a wide, varied and effective curriculum to facilitate the progress of all pupils.

At the end of the Foundation Stage, the individual EYFS profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1. In some cases, there is the need to track forward in the Foundation Stage to the National Curriculum for Key Stage 1 in order to extend pupils who have progressed beyond the requirements of the Early Learning Goals.

Key Stage 1 & 2

Within Key Stages 1 and 2, assessment for learning is ongoing and reactive. Staff employ a wide range of assessment strategies within and across lessons to ascertain pupils' levels of attainment and progress in order to inform future planning. Our assessment practices, including our high-quality marking and feedback policy, ensure children understand their current strengths and areas for future development within subjects in order to positively impact their progress. Throughout the academic year, staff use our assessment system, Classroom Monitor, to record children's attainment. This is then used to inform teacher assessment at the identified summative assessment points, at which point staff complete school trackers to provide a picture of the attainment and progress of individual pupils, identified groups and the whole class, which is then monitored by school leaders.

10.0 Approval by the Trust Board

This policy has been formally approved and adopted by the Board.

Signed:



(Chair of Trust Board)