

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

CURRICULUM POLICY

Part 1: Curriculum intent

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development, health and mental wellbeing. It includes not only the formal requirements of the National Curriculum, but also the range of immersive opportunities, visits and extra-curricular activities that the school organises in order to enrich the experience of the children. Our curriculum is ambitious and adventurous and promotes the highest expectations for our pupils. It also 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 while developing knowledge and skills, so that they achieve their own individual potential. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The aims of our school curriculum are:-

- To enable all children to learn and develop their skills to the best of their ability and to be able to explore and develop their own individual talents;
- To promote a positive attitude towards learning, so children enjoy coming to school and acquire a solid basis for lifelong learning;
- To teach children the core skills of literacy and numeracy;
- To ensure the children have a full and rounded range of skills and acquired knowledge in all subjects;
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time and their role in its future;
- To help children understand Britain’s cultural heritage and values;
- To enable children to be positive, resilient citizens in society;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, confidence and resilience and to be able to live and work co-operatively with others.

Part 2: Curriculum Implementation

Winchelsea Primary School is proud of the rich curriculum it offers its pupils. Teaching is based around core learning in literacy and numeracy. All other subjects are taught throughout the school in a broad and balanced curriculum and complement these core subjects.

Where possible, we take a broadly thematic topic-based approach to learning with a chosen theme each term used to explore different subject areas. We plan our curriculum in cohesive topics where subject knowledge is linked to make learning meaningful and relevant. However, we also maintain discrete subject areas and ensure that knowledge within them is built sequentially. Each subject builds progressively from EYFS to Year 6, developing skills and

knowledge which build on previous learning. Our inventive and imaginative approach to the curriculum ensures all children are engaged and enthused by what they are doing. Our use of immersive and experiential learning and our strong links with parents, families and the wider community are key components of our curriculum delivery. Our curriculum is implemented with our curriculum intent at the heart of all we do-

Our long-term plan shows the overview for the year. Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on knowledge and skills. Progression documents have been produced by subject leaders to ensure that we have a clear progression across school of the knowledge and skills that children need to acquire to be “ready for life”. Carefully selected enrichment opportunities are key to providing all pupils with rich experiences to enhance their learning in an environment where ‘All Individuals Matter’.

The medium-term plans outline the learning objectives and intended lesson outcomes and include the planned activities that will take place.

Short term plans are written on a weekly basis. These set out the learning objective for each session, resources and lesson overview and intended lesson outcomes. Short term plans are a working document that can change and evolve in response to the pupils’ needs and at the end of the week amendments and assessment details are annotated on documentation which shows how planning has been modified in the best interests of the children. This flexible approach is vital to the school’s strong and effective approach to meeting our pupils’ needs in the most effective way.

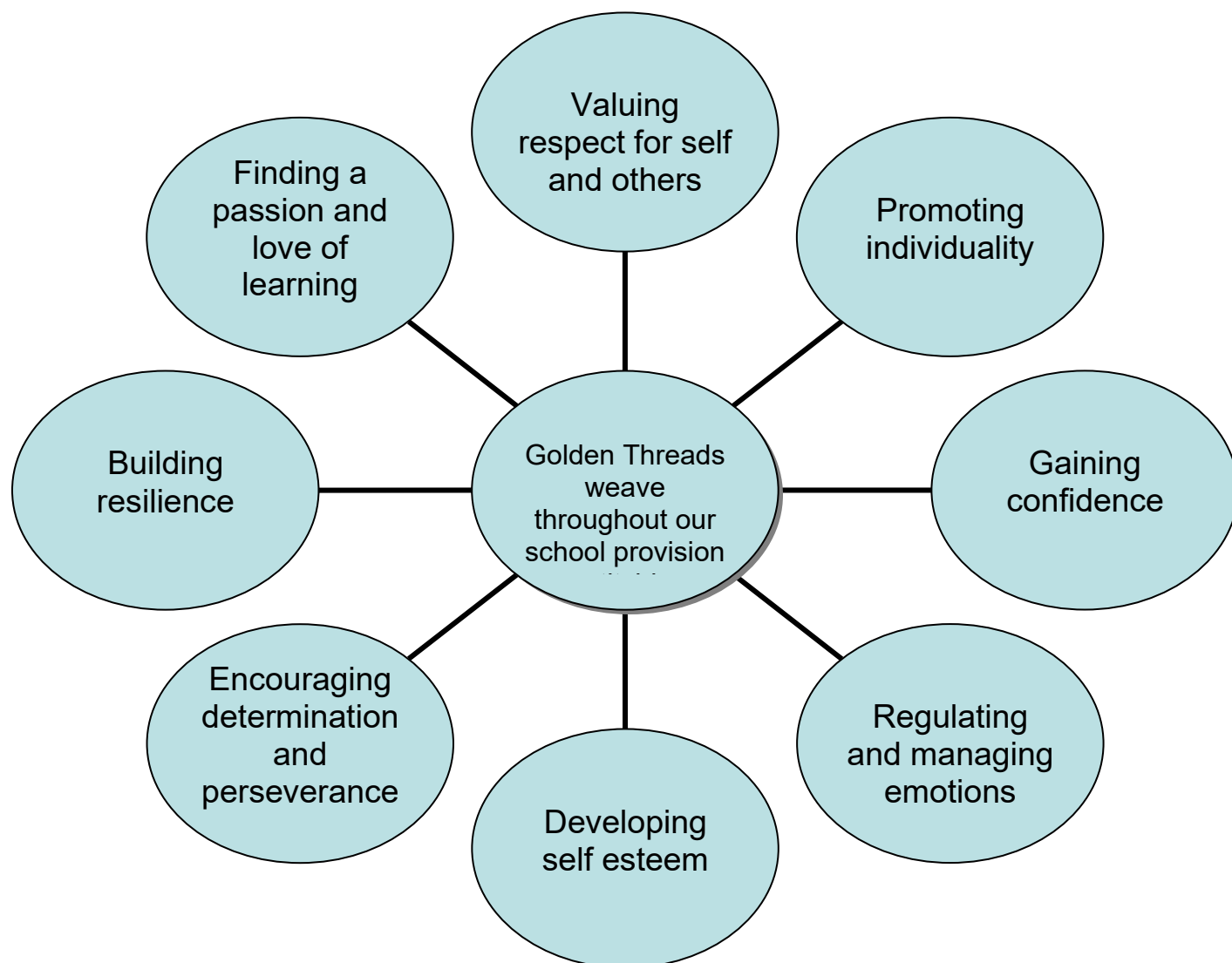
Part 3: Curriculum Impact

We regularly review how well our curriculum goals enable achievement. Performance data is one way of judging the success of the school curriculum but there are many other indicators of positive impact. Subject leaders’ reports and action plans, parental feedback, broader assessment data, pupil and parent questionnaires and external verification from a range of sources, including governors’ monitoring work, help us to determine how successful it has been for our children. Watching how our pupils develop and the pride we have when they leave us in Year 6 as confident, resilient individuals with a love of learning after their learning journey at Winchelsea is one of our strongest indicators that our curriculum has met our intentions. Our pupils show that they have developed detailed knowledge and skills across the curriculum and, as a result, achieve well from their own individual starting points and are ready for the next stage in their education.

We continually review our curriculum to ensure it is robust, relevant and engaging and check that it is meeting our intentions for our pupils and our school community. We audit our provision through lesson observations, work and planning scrutinies, pupil feedback and monitoring activities to ensure that teaching expectations are high and that pupils experience the best learning opportunities that are engaging, relevant and purposeful. This ensures that what is delivered in classrooms is truly aligned to the curriculum documentation we have created. We update, amend and further develop our curriculum based on its impact and ensure it reflects the context of the school, national and international issues and the vision and values we hold for the individuals who attend Winchelsea Primary school.

Part 4: Golden Threads

At Winchelsea Primary school we have identified eight Golden Threads that weave throughout our curriculum. These threads underpin our school ethos and are key strands that bind our community tightly together, featuring not only in our curriculum content (intent, implementation and impact) but also in the ‘hidden’ curriculum within our extra-curricular and enriching provision (including immersive and experiential opportunities), our assemblies, our strong community and collaborative partnerships and in the everyday interactions that take place in every part of our school community.



Part 5: Roles and Responsibilities of Head, other staff and governors

5.1 Head teacher

The **Head teacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught

and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology;

- the amount of time provided for teaching the curriculum is adequate;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum;
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve;
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/ amended

5.2 Subject co-ordinator teams

All staff are organised into subject co-ordinator teams and work together to drive improvement, assess progress and develop innovations or new initiatives for their subject areas. They monitor their subjects and their implementation, check coverage and review quality of teaching and learning, alongside children's work.

5.3 Governing body

The **governing body** will ensure that:

- it considers the advice of the head teacher when approving this curriculum policy and when setting statutory and non-statutory targets;
- progress towards annual statutory targets is monitored;
- National Curriculum test and teacher assessment results are published on the school website;
- it participates actively in decision-making about the breadth and balance of the curriculum;
- staff understand that political/religious issues must be presented to pupils in a balanced way.

A specific teaching and learning governor committee within the structure of the full governing body meets regularly to review the curriculum, its delivery and its success in meeting the pupils' needs

Part 6: Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education Health Care plan (EHC), and we involve the appropriate external agencies when making this assessment.

The school provides an Individual Educational Plan for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Part 7: Arrangements for Monitoring and Evaluation

A system of appraisal and assessment, in accordance with National Curriculum guidelines is on operation. Pupils are involved in formal assessment through SATs at the end of each Key Stage together with teacher assessments and interim tests each term. The teacher regularly assesses all pupils so that their progress can be monitored through teacher assessment and recording of key skills progress. Parents are encouraged to meet staff to discuss their child's general progress and the contribution that they can make to their child's learning.

The Governing body will receive an annual report from the head teacher on:-

- the standards reached in each subject, by every year group, against national averages and similar schools;
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks;
- the standards achieved by pupils with special educational needs;
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils;
- the evidence of the impact of national strategies on standards;
- the views of staff about the action required to improve standards;
- the nature of any parental complaints.

Part 8: Review procedures

The governing body monitors our curriculum policy on a regular basis. The governing body gives serious consideration to any comments from parents about the school's curriculum policy and makes a record of all such comments. The governing body consults the staff and the Headteacher to make modifications as necessary to ensure that provision is strong for all children.

Signed: _____ Dated: _____
Chair of Governors