



Bishop William Ward C of E (VA) Primary School Curriculum Policy

Approved by the Curriculum and Pupil Related Matters Committee, January 2016
To be reviewed January 2017

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum 2014, but also a range of extra-curricular activities to enrich the experience of the children. We aim to teach children to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential. We want to prepare children to become responsible citizens in modern 21st century Britain. Our curriculum has three key drivers: Spirituality, Enquiry and The Arts. These were chosen specifically with the needs of our children in mind and we believe that with these driving our Curriculum that all children at our school will have the opportunity to become 'happy, respectful, life-long learners'.

2. Values

Our school curriculum is underpinned by the Christian ethos of our school and the Christian values of Perseverance, Hope, Wisdom, Forgiveness, Compassion, Peace, Justice and Trust. 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. As well as our Christian values, these are the values of our school upon which we have based our curriculum:

- Children are unique, and 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 for people as their intellectual and physical growth.
- We value the importance of each person in our community and organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- As a church school we aim through our curriculum, to teach respect for the created world and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Mathematics, Science and Computing;
- to fulfil all the requirements of the National Curriculum and the Chelmsford Diocese Agreed Syllabus for Religious Education and for children to develop their spiritual lives;
- to enable children to be creative and to develop their own thinking;
- to enable children to recognise and utilise their own best learning style;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and values;
- to enable children to be positive citizens in their community and wider society;
- 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, and to be able to live and work co-operatively with others.

4. Organisation and planning

4.1 At Bishop William Ward we plan to create a rich and varied curriculum which meets National Curriculum requirements but is uniquely developed by us, to suit the needs of all our children.

4.2 We believe that a skills and knowledge based curriculum is essential for the development of our children and plan each subject to ensure progression throughout the school.

4.3 We also believe that each teacher is an individual with their own personal enthusiasms and passions. It is therefore important to allow teachers a freedom to express their own creativity and experiences to enhance and motivate our children's curriculum. We encourage teachers to think creatively when planning a term's work, to make cross curricular links, to take risks, and to be innovative.

4.4 English and Mathematics planning is taken directly from the National Curriculum 2014 document, supported by a variety of schemes of work; this ensures progression of knowledge and skills. Teachers produce weekly plans for English and Mathematics. Phonics is taught and assessed systematically, following the 'Letters and Sounds' programme. A range of supporting materials is used alongside the programme.

4.5 RE is planned from the Chelmsford Diocese Syllabus, supplemented by the Essex 'Explore' Syllabus for other religions.

4.6 PSHE is planned using the Essex County Council 'Planning Tool for Personal, Social and Health Education and Citizenship Pilot Version 1 for consultation'.

4.7 In Key Stage 2, French teaching is planned using 'Jolie Ronde' scheme of work.

4.8 Curriculum maps for each year group, with the essential milestones from the Quigley 'Essentials Curriculum' are plotted alongside the areas of coverage stipulated in the National Curriculum 2014 (Science, Computing, History, Geography, Art, DT, PE, Music).

4.9 Teachers plan for pupils to use ICT as a tool to support, extend, develop and present their learning across the curriculum.

5. Inclusion

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We always provide additional resources and support for children with special needs.

5.2 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 SEND Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the Inclusion Leader. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

5.3 Children recognised as being particularly able in a particular area are provided for within the classroom through challenging activities, open-ended questioning and lines of enquiry. There are also opportunities for them to attend extra-curricular activities, in school and in conjunction with other local schools.

5.4 Children with English as an additional language will be assessed on entry to school and provision will be put in place to meet their needs.

6. EYFS

6.1 The curriculum that we teach in the Foundation Stage class meets the requirements set out in the revised Early Years Foundation Stage – Development Matters. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

6.1 Our school fully supports the principle that young children learn through play, and by engaging in well planned structured activities.

6.2 During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

6.3 We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

7. Time Allocation

'It is for schools to decide how much time to spend teaching each subject, taking into account the needs and particular circumstances of their pupils. It is not necessary to study all subjects every week, term or year, so an individual school may decide to concentrate on particular subjects during particular terms or years.' (DFE Curriculum 2014)

7.1 In light of this we believe that it is important for our pupils to be taught English and Mathematics explicitly for approximately an hour each day. Computing is taught discretely for one hour each week and P.E is taught for at least one hour and thirty minutes in both key stages. RE expectations are outlined in the RE policy. We expect French to be taught to KS2 for a minimum of thirty minutes each week.

7.2 Depth is more important than breadth, therefore other subjects, including Science, may be blocked. We aim to allow for maximum engagement and ensure that there is time at the end of a unit of work for children to improve and refine the quality of their work. Planning is flexible to allow teachers to exploit meaningful tangents.

8. Core Subjects (English, Maths, RE & Science)

The core subjects are planned for independently. However, links with foundation subjects are made where appropriate and plotted onto our curriculum maps. Although these subjects are taught discretely, the skills learned are applied in foundation subjects.

8.1 English

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. We believe that English is not only a subject in its own right, but facilitates learning across the curriculum. Many texts used in guided and shared reading and writing sessions not only fulfil objectives to be addressed, but also complement other areas of the curriculum.

8.2 Maths

We aim to develop and nurture our children, so that they become confident mathematicians for the future. We want them to know and understand the purpose, relevance and importance of mathematics in everyday life. Our intention is for every child to be number confident so that they can make a valued contribution for themselves, the wider community and the world around them.

8.3 RE

As a church school, our aims for RE are outlined in our separate policy. However, as Spirituality is a driver within our curriculum, where relevant our Christian values and spiritual understanding is planned for and taught across all subjects.

8.4 Science

Science is a body of knowledge built up through experimental testing of ideas. Science is also a practical way of finding answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live.

9. Other Subjects

9.1 Computing

Our pupils need to be active participants in an ever changing digital world. Education in Computing ensures that pupils become digitally literate. The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. We recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

9.2 PSHE

We believe that the personal, social and health development of each child plays a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. Sex and Relationships and Drugs Education are part of our PSHE curriculum. An understanding of risk and keeping safe are principles that run throughout the units covered. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

9.3 PE

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide, through the selection of suitably differentiated and logically developed tasks, pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential.

9.4 History

We aim to teach the children to have an awareness and interest in the past, to be inquisitive and to question 'why'/'how'. Children will develop an understanding of chronology, gain a range and depth of historical understanding and knowledge, develop an interest in historical enquiry and become able to communicate an interpretation of history.

9.5 Geography

We stimulate the children's interest and curiosity regarding their surroundings and foster a sense of wonder. We inspire a sense of responsibility both for the environment and the people of the world in which we live. We develop children's geographical skills and help children to acquire and develop investigative, problem solving and decision making approaches to learning.

9.6 Art & Design

We use art to record feelings and allow children to express themselves creatively. We want to create a visual awareness and an understanding of the elements such as colour, line, texture, tone, pattern and shape in order for them to effectively express themselves through artistic means. Children will develop a capacity to evaluate their own and others' artistic endeavours and will begin to understand the work of famous artists.

9.7 Design & Technology

We provide real challenges that demand real solutions through focused practical tasks, investigative, disassembly and evaluative activities and design and make projects. Children explore, experiment, modify and become creative in problem solving. We develop their ability to communicate opinions and ideas about their own and others' work and to be evaluative about ways of improving a finished piece.

9.8 Music

We encourage the development of enjoyment, enthusiasm, confidence, satisfaction, and technical ability through practical involvement. Musical skills are developed through listening, performing, improvising and composing. We encourage a wide variety of personal and group responses to sounds, demanding an involvement intellectually, physically, spiritually and emotionally. We give opportunities for the children to develop their knowledge of the history of music and a range of music from different cultures.

9.9 French

French is taught systematically and regularly across Key Stage 2. In Key Stage 1, teachers take opportunities to introduce basic elements of the language.

10. Visits and Visitors

At Bishop William Ward it is our policy to make connections with the wider community to enhance pupils' learning. We believe that hands-on experiences are an essential part of bringing learning to life. Visits are plotted on our curriculum map. Alongside visits, we are keen to invite visitors to the school, to talk about personal experiences or to deliver workshops.

11. Assessment

11.1 **Formative assessment** is used across the curriculum and is carried out in a variety of ways, including: notes on planning, feedback from all staff, marking, pupils' responses and testing. For pupils, formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. For teachers, formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

11.2 In English and Maths, **summative assessments** are carried out regularly (at least termly), using a banding system related to National Curriculum expectations. Summative

assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning. Summative assessment also enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

11.3 Summative assessment in all other subjects is carried out after a unit of work has been taught. Using 'Monitoring Made Easy', the Essentials milestones are used to judge whether a child is above, below or secure in each subject. This gives us the opportunity to track progression over a year of teaching and to check for coverage of each subject.

12. The role of the subject leader

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
- monitor pupil progress and attainment in that subject area
- provide efficient resource management for the subject
- report to SLT/Governors

To ensure members of staff are able to fulfil subject leadership roles more effectively, the school allocates non-contact sessions to help alleviate pressure on teachers' time. It is the role of each subject 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.

13. Monitoring and Evaluation

- Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
- The class teacher is responsible for the day to day organisation of their year group's curriculum. The teachers are responsible for the short, medium and long-term planning which is shared with subject leaders.
- Subject leaders monitor the way their subject is taught throughout the school through planning scrutinies, lesson observations, work sampling, pupil perceptions and data analysis. Subject leaders also have responsibility for the purchase, storage and management of resources for their subject.
- Subject monitoring is shared with the head teacher and, where relevant, with senior leaders and the governing body.

Curriculum policy should be read in conjunction with:

Teaching and Learning policy

RE policy

Calculations policy

Sex and Relationship Policy

Child Protection Policy