

WINDHILL PRIMARY SCHOOL
FLYING HIGH FOR EXCELLENCE



Curriculum Policy



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Role:	Chair of Governors	
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Flying high for excellence

At Windhill Primary School we have designed our curriculum to promote the intellectual, personal, social and physical development of all of our pupils with the aim of ensuring all pupils make progress. The National Curriculum and the EYFS documentation are important elements within the school's curriculum.

We aim to ensure that pupils enjoy learning and feel prepared for life after school. We intend to offer our pupils new and exciting experiences that are designed to build resilience, confidence and self-esteem both in the classroom and through extra-curricular activities. We recognise that pupils should be challenged in their school; learning from failures and celebrating successes. We intend for our curriculum to enable pupils to develop their interpersonal skills, creativity and independence. It is our intention that pupils leave Windhill Primary School with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

1. Aims and expectations of our curriculum

1.1 Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Provide a curriculum which excites pupils and encourages a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide a wide range of experiences that enhances learning, including access to high quality outdoor provision
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

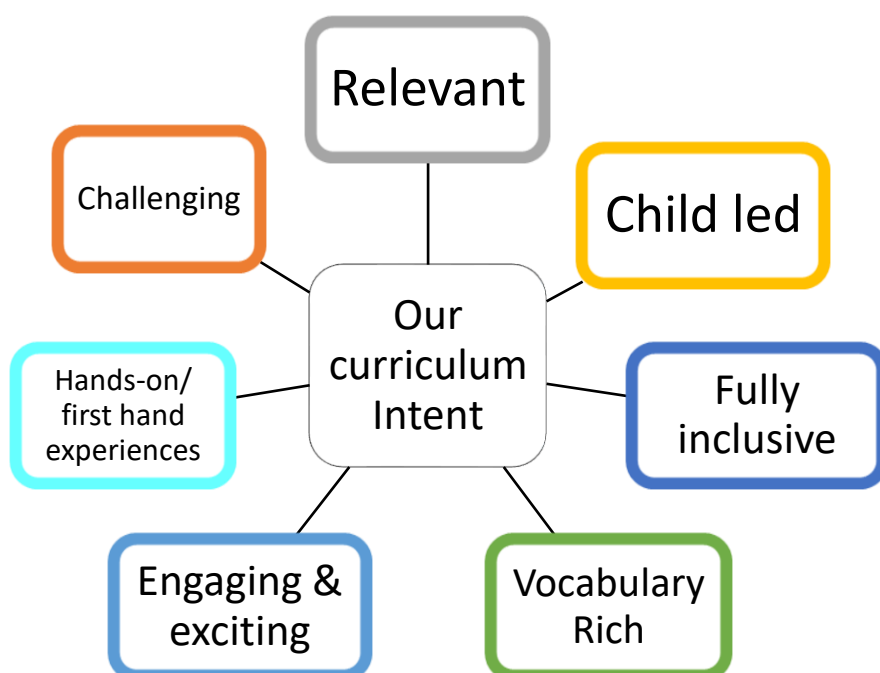
- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

4.1 Curriculum Intent



Relevant – We are proud that our curriculum is personal to the children and community in which they live. It is relevant, meaningful and takes into consideration current issues happening both within and beyond Mexborough.

Challenging – Our pupils access a curriculum which deepens and enhances their thinking and understanding. We provide opportunities for all children to apply fundamental reading, writing, mathematics and speaking & listening skills across the curriculum, fully embedding learning and preparing them for their futures beyond the school gates.

Vocabulary Rich – We ensure our children are exposed to a wide range of tier 2 vocabulary to aid their understanding of their learning as well as the world around them.

Hands-on – First hand experiences; visits, visitors and outdoor learning, are woven throughout our curriculum providing children with exciting and meaningful memories that enhance their learning journeys and time in school.

Fully Inclusive – Our curriculum and provision is tailored for all groups of learners regardless of age, gender or background. We ensure that any barriers to learning are removed in order that all children achieve their potential and beyond!

Engaging – Developing a lifelong love of learning is a key element in our curriculum. We aim to make learning memorable and to make learning stick. The curriculum excites and inspires our children.

Child-led – Children play an active role in continually developing and enhancing our curriculum. We are led by children's interests and value their input and ideas.

4.2 The curriculum at Windhill Primary has been designed with the end goal in mind. We have considered the skills and knowledge that our pupils will require for the next stage in their education when they join secondary school, then plotted a path backwards through each year group for each subject. This ensures that curriculum progression can be clearly charted for our pupils. These skills and knowledge can be found in Progression of Key Skills, Knowledge and Understanding document.

4.3 Subjects are usually taught as 'topics', with vertical links made between subjects both within and across year groups. There are clear themes within subjects across key stages to ensure progress, depth of learning and opportunities to embed learning throughout their time at Windhill Primary School. These are enriched with local trips, visitors, workshops and visits linked to the curriculum areas.

4.4 The school is well resourced with artefacts and equipment available to support teaching and learning. The vast majority of these resources are stored centrally in the main stock room.

4.5 Where staff are unable to make links between subjects as part of topics, these subjects are taught discretely to ensure children access a broad and balanced curriculum. This includes subjects such as: PSHE, including Spiritual, Moral, Social and Cultural (SMSC) and Relationship and Sex Education (RSE), Modern Foreign Languages, RE and PE.

4.6 In order to prepare pupils for life in modern Britain, our curriculum promotes the teaching and learning of British values including that of democracy, rule of law, mutual respect and tolerance of those with different faiths and beliefs. These elements of the curriculum are explicitly taught through our PSHE and RE curriculum where children have the opportunity to develop and deepen their understanding however they also form part of our topics. Windhill Primary School also ensures that the fundamental British Values are discussed and infused through the ethos and work of the school.

4.7 At Windhill Primary we also recognise the importance of reading across the whole curriculum and its impact on the future success of pupils. Our pupils are taught to read confidently, fluently and with good understanding. They are encouraged to develop a habit of reading widely and often, for both pleasure and information through daily practice and whole school activities. Reading and real texts are used to support the teaching of different topics.

4.8 Our curriculum allows children to practice and apply reading, writing, mathematics and computing skills across the curriculum, enabling them to link their learning appropriately and demonstrate a deep understanding and application of basic skills.

4.9 Curriculum Teams have developed schemes of work with Key Stage Teams planning and delivering topics through a two-year cycle:

- Early Years Team (Nursery & Reception)
- Key Stage 1 (Years 1 & 2)
- Lower Key Stage 2 (Years 3 & 4)
- Upper Key Stage 2 (Years 5 & 6)

4.10 Long term plans are produced at the end of each year in preparation for the start of the next academic year. These highlight where each of the key skills will be covered and ensure pupils access a broad and balanced curriculum throughout the year.

4.11 Staff complete medium term plans on a half termly or termly basis depending on the length of the topic being taught. These provide week by week detail of the skills and learning objectives being taught in very subject. Links to reading, writing, maths and information technology are also included in these plans.

4.12 See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

5.1 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

5.2 Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

5.3 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

6.1 Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Meetings with subject leaders
- Meetings with pupils/ school council
- Headteacher Reports to Governors

6.2 Subject Leaders/ Curriculum Teams monitor the way their subject is taught throughout the school by:

- Lesson observations & drop-ins
- Learning walks with a specific focus
- Planning scrutinies
- Book scrutinies
- Pupil interviews
- Review of data/ pupil outcomes

6.3 This policy will be reviewed annually by the Curriculum Leader.

7. Links with other policies

7.1 This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Teaching & Learning policy