



Woodhouse Community Primary School

Curriculum Policy – January 2021

At Woodhouse Community Primary School we are committed to providing an inclusive, creative and exciting curriculum based around high quality teaching and learning.

Ethos and Values Statement

Our Ethos and Values Statement underpins everything we do at Woodhouse Community Primary School. Children within our school know that respect is the most important value of all for us.



The Ethos and Values within Woodhouse Community Primary School have evolved from pupil, parent/ carer, teacher and governor voice.

Curriculum Intent

At Woodhouse Community Primary School we intend to inspire and ignite the curiosity of our pupils; enabling them to have a fascination with all aspects of the curriculum. We intend that our pupils will have experience of a broad and balanced curriculum which will be delivered in a range of ways, encompassing all learning styles and ensuring access for all of our pupils, regardless of ability/specific needs. We will support our pupils in growing into **confident, resilient, determined** and ambitious individuals with upmost regard for respect throughout all areas within our school. Our pupils will be **good communicators**; whether this be in the classroom setting, small groups or during child led activities and play based experiences. We intend that our pupils are **happy, safe** and **secure** and leave us with life long, transferrable skills that have best prepared them for the next stage in their education as well preparing them to participate successfully in the wider world and all of aspects of their lives. At Woodhouse Community Primary School we intend to develop active and independent learners who are challenged with learning experiences which are relevant to their lives and interests as well as being **inspiring, motivating, purposeful** and **engaging**.

Curriculum Implementation

At Woodhouse Community Primary School we aim to implement learning through a range of high quality, exciting but always purposeful learning experiences for each subject area within the EYFS Framework and the National Curriculum. We deliver learning in a variety of ways to ensure access for all of our pupils. Experiences will vary from theoretical to practical with investigations, problem solving, life skills, outdoor learning and visits to purposeful locations/venues with opportunities to access appropriate activities and learning experiences. The way in which we deliver learning has been strategically planned to support pupils in 'learning more, knowing more and remembering more'. When planning the implementation of subjects, as a school we have defined specific subject knowledge, considered associated and nonnegotiable vocabulary, highly effective questioning, deliberate consideration of **sequencing** and to best equip pupils to ensure fundamental **skills** and **knowledge** are embedded and applied across all subjects; forging a clear path for **progression** from EYFS through school to the end of KS2, where we aim to ensure pupils are KS3 ready. Staff are continuously reflective regarding their professional practice and the overall provision offered by the School.

Curriculum Impact

We intend that the intent set by Woodhouse Community Primary School and the implementation of essential **knowledge, skills, application** and **experiences** across all curriculum areas equip pupils with **skills** and **knowledge** that they will continue to build upon throughout their time at our school and as they **progress** from EYFS to KS1, through KS1 to KS2 and ensuring pupils are best equipped for KS3. Pupils will be confident and competent in demonstrating knowledge and skill in relation to all subjects through the topics they have covered. Pupils will have the ability to access and use resources effectively to further develop their knowledge and skills. Pupils will talk about their learning; projecting their wide range of knowledge and experiences; especially those gained through practical, problem solving, investigative and enquiry based activities. We at Woodhouse Community Primary School give pupils an in-sight to what it is to be an individual who achieves their targets, goals and works strives towards improving their personal best. This is underpinned through revisiting and always building on prior knowledge and learning.

Teaching and Learning

Teaching and Learning are the key functions of our school.

- At Woodhouse Community Primary School we work towards the aims of the School through providing high quality learning experiences within all we do; within the School environment and through interactions with all members of the School community. We believe that we provide pupils with high quality opportunities through all that we do; including implementation of high quality, inspiring teaching, policies, systems and practice that determines the curriculum and school day.
- At Woodhouse Community Primary School we believe that learning should be a rewarding and enjoyable experience for all, where all pupils have a sense of achievement and are proud of what they have learnt/produced. This positive attitude and ethos supports promoting expected or better progress and always striving to be the best that we can be.
- Teaching and learning experiences need to equip pupils with the skills, knowledge and understanding to ensure that we best prepare our pupils to be in a position to play an increasingly useful and positive role in life in Modern Day Britain. As well as provide them with a skillset to enable them to make

informed choices about their lives both now and in the future, ensuring they are ready for the next stage of their education.

Aims

Woodhouse Community Primary School aims to:

- Promote **high quality teaching and learning** across the school;
- **Raise standards** by ensuring **consistency** and **continuity of learning** and teaching;
- Ensure all pupils are **included, motivated** and **engaged** by their learning;
- Promote **high quality learning experiences** that focus on the **development of skills, knowledge** and **understanding**;
- Promote the idea of **lifelong learning** for all members of the School community: pupils, parents/ carers, staff and Governors

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community;
- Providing a secure, stimulating environment where all pupils are supported in responding to challenges involved in moving towards their full potential;
- Providing a broad, balanced, inspiring and engaging curriculum that is appropriately differentiated according to the needs of the pupils; and is both relevant and purposeful for life in Modern Day Britain;
- Addressing issues of entitlement to ensure equality of opportunity for all pupils;
- Praising pupils for their achievements in school and the wider community;
- Providing high quality verbal feedback throughout all lessons and ensure all pupils respond to this;
- Promoting a positive self-image whereby pupils are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage pupils to become confident, independent learners and secondary ready by the end of KS2.

Pupils

To support the aims of the school through:

- Promoting positive relationships between all members of the School community;
- Excellent attendance with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can request help and support;
- Responding to verbal feedback in order to move learning forward;

- Taking pride in their work, always trying their best and aiming to get better.

Parents and Carers

To support the aims of the school through:

- Promoting positive relationships between all members of the School community;
- To be understanding and supportive of our aims in teaching and learning and agree to/sign the School's Home-School Agreement;
- To attend and contribute to Pupil Progress Meetings/Consultations, SEN Meetings and other school related activities;
- To support pupils with their homework activities including reading and multiplication tables;
- To praise their children for their achievements in school;
- To communicate and work with the school if their child needs additional support in any area □ To work alongside school at all times to celebrate achievement and success.

Governors

To support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the School community;
- Act as champions for the school;
- Understand the school's systems for planning, supporting staff and monitoring progress;
- Understand how the standards of achievement are changing over time;
- Approve the allocation, use and appropriateness of resources;
- Promote and support the positive involvement of parents/carers within the school;
- Appropriately challenge the Leadership team on pupil outcomes and progress;
- Attend training and other related events;
- Work with Senior Leaders to review the School's Curriculum Policy annually.

Planning, Impact, Assessment

Planning

- Long term plans for each subject show coverage which then informs Medium Term Planning and Daily Planning
- Daily Planning: Teaching and Learning is initially based on the content from Medium Term Planning but also pupils interests and prior learning

Impact

- Impact of teaching and learning is monitored and measured during and following all lessons by all staff members

- Impact is measured upon each pupils individuals progress and attainment, which is evidenced by all staff

Assessment

- Pupils assessment for learning is both formative and summative
- All subjects are tracked throughout the term
- Summative assessments are administered at three key points throughout the academic year

Curriculum Planning

At Woodhouse Community Primary School Planning is based on the following requirements:

- The Primary National Curriculum 2014 and all curriculum is underpinned by this;
- The Early Years Foundation Stage Curriculum;

Through planning and the delivery of all subjects we aim to ensure all pupils experience a broad, balanced curriculum, which incorporates all the necessary research, practical, application and recording skills. Our curriculum planning is based on National Curriculum objectives and the EYFS Framework. Our topics are based around objectives; always ensuring that pupils are learning skills and facts/knowledge as well as taking ownership for their own learning. The medium-term planning is done through specific topics in each year group that allow children to develop the necessary **skills** and **knowledge** required in their Key Stage. Teachers plan the curriculum and activities to cover the specific learning objectives and expected outcomes for each lesson. The objectives are mapped out over both Key Stages to ensure coverage of objectives and investigation skills. We teach and deliver purposeful, exciting and engaging lessons and experiences in EYFS, we related the aspects of pupils work to objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged two to five.

As we are currently enduring a pandemic, all subject leaders have looked at what objectives were not taught during the first lockdown and subject leaders and SLT ensured all missed objectives / topics will be covered in the academic year 2020/2021. The current remote learning policy ensures that all areas of the curriculum are taught in the way we best feel suit or children and families.

Cross-Curricular Learning

At Woodhouse Community Primary School we strive to ensure children gain a wide range of skills; skills that are **life long** and **transferrable** to other areas of learning. As a team we work hard to promote skills in many curriculum areas.

Assessment, Reporting and Monitoring

Pupils demonstrate their ability in curriculum subjects in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback, in line with the school's marking policy, is given to the pupil to help guide his or her progress. Progress will be measured against objectives set out on the assessment tracking system for the whole school. Progress will be carried out termly. Subject leaders work alongside the SLT and Governors to monitor standards of teaching and learning across the school.

Marking: See Marking Policy and individual Subject Policies.

Inclusion

Inclusion of the School meeting the diverse needs of all pupils in order to ensure the active participation and progress of their learning. Inclusion: See Inclusion, Equal Opportunities and Special Educational Needs and Disability Policies.

Assistant Head Teacher: Mrs J Nichols

Deputy Head Teacher: Mrs V Curry

Date: 29.1.2021