



## Curriculum Policy

Policy Creation & Review	
Author(s)	SLT & CLT
Last review date	January 2017
Ratified by Governing Body	February 2017 TBC
Previous Review Date(s)	April 2014
Next Review Date	January 2020

## **Ellen Wilkinson Primary School Curriculum Policy**

### **Statement of Purpose**

All children have a right to a stimulating and enjoyable education which is broad, balanced and relevant, taking individual differences into account. Work in EWPS is planned to address this, along with progression and continuity whilst meeting the requirements of the National Curriculum (Sept 2014). Learning occurs through both subject specific and cross-curricular lessons.

### **Legal requirements**

- Teaching the National Curriculum (September 2014) including the Early Years Foundation Stage,
- Religious education (RE)
- Sex and relationships education (SRE);
- Personal, social and health education (PSHE)
- Providing a daily act of collective worship;
- Appropriate provision for pupils with Special Educational Needs & Disabilities (SEND)

### **Our Aims**

In accordance with the aims and objectives of the school we will;

- Develop successful, confident and responsible learners
- Celebrate achievement and attainment in all areas for all pupils;
- Set expectations so that every child, regardless of gender, race, mental or physical ability can achieve their very best;
- Value individuals within a multi-cultural community and promote tolerance, understanding and mutual respect;
- Acknowledge specific individual needs and meet them as far as possible within available resources;
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to become confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way
- Ensure learning is monitored, reviewed and evaluated regularly so that highest standards and quality of learning are achieved and it continues to match and support the school's organisation, purpose and direction (School Development Plan)
- Provide guidance, and policy on the planning, teaching and learning of RE, Collective Worship and SRE
- Ensure assessment is integral to effective teaching and learning –informing future planning, promoting high standards through the support, challenge and opportunities to achieve their individual targets, interests and personalised learning.

### **Entitlement**

In drawing up our whole school curriculum, we:

1. Establish an entitlement
2. Establish standards

All pupils will have the right to equal access to the whole curriculum throughout the key stages: Early Years Foundation Stage, Key Stages 1 and Key Stage 2.

When planning the curriculum, we ensure that it:

- Draws on and recognises the value of linguistic, religious, cultural and ethnic diversity, particularly within our local community and that it presents positive images to our pupils;
- Caters for the needs of all pupils in mainstream classes;
- Recognises and plans for the needs of all pupils including those with special needs, gifted and talented pupils;
- Actively promotes tolerance, understanding and mutual respect whilst challenging negative images and stereotypes.
- Meets the statutory requirements of all state primary schools.

In particular, all pupils will have planned opportunities to:

- Develop their literacy and numeracy skills;
- Develop an understanding of the significance of computing and other technologies and how it will affect their lives;
- Experience a programme of personal, social and health education and citizenship;
- Experience a programme of social, spiritual, moral and cultural development;
- Set their own targets and become responsible for their own learning whilst receiving useful and helpful feedback on how well they are doing;
- Work in a learning environment that is safe, secure, exciting, stimulating and clean;
- Participate in a variety of activities that enrich the curriculum and enhance their learning experiences.

Some pupils may need additional support to achieve this and therefore in addition:

Pupils with English as an additional language [EAL] are entitled to:

- An assessment of their needs, to ensure specific planning by class teachers and additional support as applicable

Pupils with special educational needs [SEND] are entitled to:

- An assessment of their needs including using pre-National Curriculum assessment scales ["P" scales] to measure progress where these are appropriate;
- Development of the curriculum to meet their differing needs;
- Individual education plans to support their progress;
- Additional support within lessons where possible and appropriate.

## **2. Standards**

- We set high expectations of all our pupils and facilitate this through targets based on assessment data
- We regularly monitor and compare our school's results against national benchmarks to ensure we are constantly striving to ensure the best outcomes for all of our pupils
- We are aware of differences in our pupils' attainment and analyse pupils' performance and take action to raise achievement for individuals and groups.
- This is monitored and evaluated through a variety of systems including Learning & Teaching Evaluations, monitoring cycles (books, planning and pupil conferencing), environment audits, and termly assessments.

## **Organisation of the curriculum**

### Planning

- All planning is based on the revised National Curriculum programmes of study (PoS) 2014.

- **Long term planning** this is an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between subjects taught in a cross curricular way across school.
- **Medium Term Planning:** these show specific objectives to be taught within each unit for each subject area of the curriculum.
- **Weekly Planning:** These break down the objectives into weekly achievable targets and activities.
- **See Learning and Teaching policy for more information**

English, mathematics, science, computing, MFL (Mandarin), RE and PE are all taught as subject specific although cross curricular links and themes are used wherever possible to support application.

Phonics is also taught discretely on a daily basis in nursery to year 2 using the Letters and Sounds program.

### Discovery Unit

All other PoS have been combined into discovery units for years 1 to 6. There are four nine week units each academic year. Discovery themes have been created after consultation with children, parents and staff. In the ninth week we share our learning across all year groups with children leading learning. These events are called Learning Fairs.

### **Working with partners**

- Parents are the first and most important educators and the school always aims to work in partnership with them.
- To support this we have an annual program of parents' meetings to share information, a school handbook that explains our work, regular meetings with our governors and weekly newsletters.
- All children in KS2 have access to specialized music tuition through the Newham Academy of Music and the Every Child a Musician program.
- We employ a part time sports coaches to support the teaching of PE across the school and we are also involved with both the Langdon Sports Partnership, and local secondary school in relation to accessing secondary facilities, teaching and participating in competition.
- Throughout the course of the year we have a number of different visitors working with us whether this is theatre groups, guest speakers, safety organisations, musicians etc.

### **Enrichment**

- To enrich our curriculum we ensure an educational visit takes place for each year group at least once a quarter (except nursery). Trips are to a range of locations including zoos/farms, museums, historic houses/castles, contrasting localities (such as the seaside) as well as trips around the local area.
- We also offer the children in years 5 and 6 the opportunity to take part in residential visits to Fairplay House (3 days for year 5, 5 days for year 6). This not only helps them to develop confidence and independence but they get the chance to participate in a number of different experiences such as archery, climbing, caving, canoeing, abseiling, orienteering and high ropes.
- We aim to always offer a broad range of after school clubs to help children explore and develop their skills in several curriculum areas. Some of these are open to all, others are age specific and some are by invitation only as they are designed to support a specific need e.g. G&T art club.