



Ellen
Wilkinson
Primary
School

Curriculum Policy

Policy Creation & Review

Author(s)

SLT & CLT

Last review date

January 2020 (changed to reflect revised curriculum including vision)

Ratified by Governing Body

January 2020

Previous Review Date(s)February 2017
April 2014**Next Review Date**

January 2021

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. Learning occurs through both subject specific and cross-curricular lessons.

Legal requirements

This policy reflects the requirements of the:

- National Curriculum programmes of study, which all maintained schools in England must teach.
- Requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010,
- Curriculum-related expectations of Governing Bodies set out in the Department for Education's Governance Handbook.

Our curriculum vision

In order to achieve our vision of 'Learning to Grow and Succeed Together', we use our core values to enable our children to:

- **Have dreams values and ambitions, and the life skills to reach their full potential.**
- **Know how to learn, and have skills and knowledge for life.**
- **Be independent, self-motivated and self-confident.**
- **Be successful by learning from mistakes, accepting failure and having the determination to try again.**
- **Stand up for themselves whilst respecting the ideals of others.**
- **Understand that they can make a difference in an imperfect world, and have sound values to build a life on.**
- **Attain highly across the curriculum in order to have the best possible life chances and opportunities.**

Making our vision and values a reality

At EWPS our curriculum is based around a set of golden absolutes to help us make our vision and values a reality. These were created after consultation with pupils, parents, governors, staff so that we truly reflect the needs, interests and aspirations of the community we serve.

These golden absolutes are a curriculum that:

- **Enables children to be aspirational and prepared for life in the 21st century.**
- **Promotes enjoyment, creativity, critical thinking and fascination for learning.**
- **Nurtures the mental, physical and emotional wellbeing of every child.**
- **Supports children to become effective and confident communicators.**
- **Encourages collaboration, team work and mutual respect.**
- **Provides a meaningful context for learning that reflects local needs and community.**
- **Broadens horizons, locally, nationally and globally.**
- **Promotes a social conscience that reflects British Values.**
- **Provides access for all.**

Roles and responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body 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.

Please note that much of this work is conducted through the Curriculum & Standards Committee of the Governing Body

Headteacher

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

- All required 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.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- 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 Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body 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 SEND

Curriculum Leaders

The Curriculum Leader Team is split into 4 groups:

- English,
- STEM (Science Design Technology, Maths & Computing),
- Arts (Art, Geography, History & Music)
- Well Being (Physical education (PE), Religious Education (RE), PSHE & Modern Foreign Language)

Each team is linked to a member of the Senior Leadership Team for support and to ensure a cohesive whole school approach to the curriculum.

The Curriculum Leader Team are responsible for following and actioning this policy including:

- Agreeing the vision for their area in relation to the whole school curriculum version

- Ensuring that both 3 and 1 year development plans are in place, delivered and evaluated to support school development
- Ensuring that cohesive progression grids are in place so that statutory coverage is met and that learning is structured to support clear progression of skills and understanding.
- All children's needs are planned for, met and assessed within their responsibility area.
- Supporting development of understanding and pedagogy
- Monitoring pupil outcomes both formally and informally so that timely interventions are in place to address under attainment.
- Evaluating the impact of these interventions so that next steps can be prioritised
- Be proactive in promoting cultural capital in relation to their subject area to ensure pupils are not disadvantaged in comparison to those nationally.
- Ensuring appropriate resourcing is in place to promote high standards of learning and teaching

For further details please see job description.

Organisation and planning

- Our curriculum is organised into quarters of approximately 9 weeks. This is so that learning and teaching can be planned to maximise time available rather than being dependent on when school holidays fall. We also found that certain half terms were often too short to explore aspects in enough detail and terms were often too long.
- English and Maths are taught daily using the agreed schemes of work (Wordsmith & Busy Ants).
- Some areas of English, such as spelling, and reading may be taught as discrete aspects. Phonics is also taught discretely on a daily basis in Nursery to Year 2 using the Letters and Sounds program.
- Children are generally taught in mixed ability, single age class groups. In response to the needs of the class, children may be grouped in different ways to ensure the best learning for all this includes targeted support work.

Big question curriculum

- A large part of our curriculum is primarily delivered through cross curricular big questions which have been developed over time in conjunction with pupils, parents and staff and national curriculum requirements.
- Meaningful links and connections between subjects create a context for learning.
- Appropriate links to core subjects promote cross transference of skills & opportunities to refine and extend understanding.
- Social, moral, spiritual and cultural education (SMSC), British Values & Global understanding are woven into our topics and linked to our assembly themes for the term (see our curriculum progression grid).
- **However if there are no natural links with a specific aspect/subject then links are not forced so learning isn't diluted and these will be delivered as standalones.**

Learning Fairs

- Learning Fairs are held at the end of every quarter to showcase the learning that has taken place.
- They give opportunities for children to share their learning with others, refine their presentation and speaking skills, build self-confidence, promote school community cohesion and provide tasters of units that children will go on to study, or recap ones they have done in previous years.
- Approximately 8 children remain in each class to host, whilst all other children visit other classes. Years 1 to 6 take part and Reception join in visiting classes in Q4.
- Children not only lead all these sessions but should also be involved in planning and preparing for them over the course of the unit.

Planning

Long term planning

This takes two main forms.

- **Unit overviews** detail the topics/themes covered in each year group in each quarter. This includes reference to any schemes of work units being used.
- **Progression grids** are used to ensure statutory coverage and provide detailed breakdown of skills and knowledge in all subject areas across all year groups to support progression of learning. They are also used so that objectives can be set in context of prior and future learning in that aspect as well as to identify how to support development for children who may not yet be working at age expected level.

Medium term planning (MTP)

This outlines which of the objectives from the progression grids are being taught in each unit, how and when these are to be taught, what the desired pupil outcomes are, key vocabulary and resourcing as well as time allocation for this to happen. It also has to identify how this fits into the learning sequence both within and across year groups.

Short Term Planning

MTP and schemes of work are annotated by class teachers to identify any changes that need to be made to ensure access for all and based on the outcomes of prior learning. As part of our workload review commitment, we do not require staff to write separate short term plans.

Pedagogical Approach

EPICC Learning

"You can teach a child a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." Clay P. Bedford

At EWPS we believe in EPICC learning.

All successful learning opportunities, irrespective of age of child, stage of development or subject being taught, feature these five components. When planning and delivering lessons within our school, we expect these aspects to be present.

EXCITEMENT
PACE
INVOLVEMENT
CHALLENGE
CONTEXT

Benefits for children

- Relevance of learning and the place of the individual lesson within the unit.
- An increase in self-confidence, self-esteem and independence.
- Increased motivation - being active rather than passive.
- Conceptions of knowledge change, which in turn has implications for cognitive development.
- Strategies for learning which can be applied in differing situations.
- Increased opportunities & motivation to excel.
- Improved outcomes.
- LOVE OF LEARNING = LIFE CHANCES!

Learning and Teaching Handbook

The Learning & Teaching handbook provides detailed guidance on the pedagogical approach of the school, and all aspects of planning, teaching, marking, assessment and classroom environment. This has been compiled through staff consultation and brings together all the expectations guidance which had previously been kept separately. This can be found in Appendix 1.

Early Years Foundation Stage

As a primary school, we believe it is hugely important that our children have a cohesive approach to their learning throughout their time with us. Therefore, our subject progression grids start with our Nursery provision and extend up into Year 6 to support this.

See our EYFS policy and EYFS Learning & Teaching Handbook for further information on how our Early Years curriculum is delivered.

Subject Specific

Modern Foreign Language (MFL)

Our Modern Foreign Language is Mandarin and taught by native Mandarin speakers through our partnership work with LSBU & the Confucius Institute. Pupil progress is measured by participation in YCT examinations.

Mandarin was selected as our MFL for the following reasons:

- We have an extremely multicultural school with a large number of languages spoken. We wanted to make sure that where possible children learnt an additional language that was not already their home language.
- The local area is having substantial business development from Chinese business.
- Our local secondary school is a Confucius classroom and we have also now attained this status.

Physical Education Policy

Classes get two PE sessions a week; the progression grid outlines what is covered to ensure development of skills. Year 4 currently attend swimming for 6 months, however this is currently under review as we feel this provision may need to be extended into other year groups. For further details please see the PE policy and progression grids

Relationships and Sex Education

The school uses the Jigsaw scheme of work to deliver this provision through the Changing Me unit which takes place in all year groups in the second summer half term. There is a separate RSE policy which outlines the provision in more detail. Please note that this is currently under review to ensure full compliance with the statutory requirements for September 2020.

Religious Education

The school follows the Local Authority agreed scheme of work although we have worked with the Education Designated SACRE Advisor to adapt this to our 4 quarter model which has been approved. Please note that the Local Authority is currently reviewing this scheme of work to ensure it reflects any changing local needs and/or diversity.

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.
- We employ part time sports coaches to support the teaching of PE across the school and we are also involved with both the Newham Sports Partnership,
- We work with the Confucius Institute based at London South Bank University to deliver our Modern Foreign Language teaching.
- 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 & Cultural Capital

- 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.
- We are also currently developing our cultural capital offer to ensure that children are provided with enhanced experiences that are in addition to the main enrichment offer. For further details please see the website page for each subject.

Inclusion

Teachers set high expectations for all pupils and we believe that our curriculum should be structured to ensure 'access for all'. Teachers 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 SEND
- Pupils with English as an additional language (EAL)

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

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

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring arrangements

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

- Termly School visits (which include looking at pupil outcomes , pupil conferencing, speaking to staff, learning walks across the school, visiting lessons)
- Meeting with the Junior Governing Body
- School development plan review
- Reports and presentations from curriculum and senior leaders
- Data analysis and comparison with both local and national benchmarks
- Website content
- School Improvement Advisor Feedback
- Survey feedback from stakeholders
- Curriculum & Standards committee agenda (see terms of reference)
- Observing during SATS week

Senior & Curriculum Leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through a variety of systems including but not limited to:

- Learning & Teaching Evaluations
- Monitoring cycles (books, planning and pupil conferencing)

- Environment audits,
- Learning walks
- Quarterly assessments & data analysis
- Quarterly reports
- Audits

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Governing Body's Curriculum and Standards Committee.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEND policy and information report
- Equality information and objectives
- Learning & Teaching Handbooks
- Relationships & Sex Education
- RE policy



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