



Curriculum Policy

Policy Creation & Review	
Author(s)	SLT & CLT <i>(revised curriculum statement, link to 3 year development, curriculum organisation & timetabling changes)</i>
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Next Review Date	June 2027

Ellen Wilkinson Primary School CURRICULUM POLICY

1. Statement of purpose

At EWPS we believe that all children have the right to a stimulating and enjoyable education which is broad, balanced and relevant. This must meet individual needs, ensure success for all and prepare children as life-long learners.

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. Our curriculum statement

Our school vision of 'Learning to Grow and Succeed Together', is achieved through our curriculum in the following way:



4. Curriculum development

Curriculum re-development happens on a 3 year development cycle, which is structured around a circle for change (C4C) model. Please click the link below to see the current curriculum C4C [EWPS Curriculum Circle for Change \(2024\)](#)

5. Roles and responsibilities

5.1 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

5.2 Headteacher & SLT

The Headteacher and SLT are 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

4.3 Curriculum Leaders

The Curriculum Leader Team (CLT) contributes to leading and developing the curriculum and are responsible for specific subject areas. Each subject lead 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 the job description.

5. Organisation and planning

Work in EWPS prioritises progression and continuity whilst meeting the requirements of the National Curriculum. Learning occurs through both subject specific and cross-curricular lessons.

- 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 other terms were often too long.
- Every subject is given a time allocation to ensure that timetables are created enabling a broad and balanced curriculum. These differ slightly in KS1 & KS2 to allow for differing curriculum demands i.e. phonics sessions in KS1 & MFL in KS2
- English is taught daily using the agreed Literacy Tree approach and Maths is taught daily using the agreed Busy Ants scheme of work.
- Some areas of English, such as spelling, and reading are taught as discrete aspects through spelling seeds, reading leaves. 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.

5.1 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.**

5.2 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 joins 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.

5.3 Planning

5.3.1 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 the 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.

5.3.2 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.

5.3.3 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.

5.4 Pedagogical Approach

5.4.1 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.

<p>EXCITEMENT PACE INVOLVEMENT CHALLENGE CONTEXT</p>

5.4.2 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!

5.5 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.

5.6 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.

6. Subject Specific

6.1 Art and Design

At EWPS, we have created a comprehensive Art curriculum that encompasses drawing, painting, and sculpting skills. Our students, refer to themselves as artists, confidently express their opinions about their own work and the work of others. Children explore art from various countries, cultures, and historical periods, and they articulate their thoughts using a broad vocabulary.

6.2 Computing

At EWPS, our focus is ensuring that all of our children are digitally literate, and are equipped to thrive in the 21st century at a suitable level in their chosen careers. To achieve this, we have created our own progression grid to support the development of Computing skills, knowledge and understanding. We have split all computing objectives into the following categories; IT, digital literacy, basic skill, media outcome and E-safety. We also use Purple Mash, which has units that coincide with our objectives and topics, and supports cross curricular outcomes, home learning and much more. We have also implemented Google for Education which supports the computing curriculum and prepares the children for a successful use of technology in the 21st century.

6.3 Design and Technology & Food and Nutrition

The EWPS Design & Technology curriculum encourages learners to identify as designers and solutionists. Learners will actively express their ideas and opinions on solutions to design challenges. Engaged and enthusiastic, these learners will gain a global perspective on D&T, exploring practices and innovations from around the world. The D&T curriculum will focus on aspects of forest school this will include: **Child-Centred Learning:**Activities are guided by the children's interests, allowing them to explore and learn at their own pace.**Holistic Development:**Focuses on physical, emotional, social, and cognitive growth.**Long-Term Process:**Regular sessions over an extended period to build a deep connection with nature and develop skills gradually.**Risk Management:**Encourages safe risk-taking to build confidence and resilience.**Nature-Based:**Utilises the natural environment as a "classroom," promoting environmental awareness.

6.4 English

English involves reading, phonics, spelling, writing, handwriting and speaking and listening. All of these areas are fundamental to, not only allowing children to access the curriculum, but also to equip them to be life-long confident learners and communicators.

We take great care to follow both the national curriculum and the interests of our children to create a well-rounded and vibrant English curriculum. The school uses the Literacy Tree approach to support writing from Reception to Year 6; writing is taught through a range of quality and culturally diverse texts. Key grammar and vocabulary is a high focus and is integrated within all lessons.

6.4.1 Reading & Phonics

In EYFS to Year 2, Anima Phonics is used daily in class to support the teaching of phonics. To further support closing the gap in Reading, additional lessons have been set up before and after school where the programme, Lexia, is used. Lexia has proved to be a fun tool, which supports children of all ages, abilities and backgrounds. It provides children with a sense of independence with their learning and promotes a love of reading. Anima Phonics and Phonics Play both support the application of letters and sounds. Lexia has proved to be a fun tool, which supports children of all ages, abilities and backgrounds. It provides children with a sense of independence with their learning and promotes a love of reading. Literacy Leaves (from Literacy Tree) is used across the school in Guided Reading

sessions, which allows for diversity and culture to be explored within different texts. We also offer our children access to a virtual library (Bug club), giving them the opportunity to develop their love of reading both in and out of school.

6.5 Humanities (History & Geography)

At EWPS, our curriculum plans are being continuously developed to not only reflect our rich and diverse community, but to also enhance and develop pupils' knowledge and understanding of the world around them. History and Geography will be taught to ensure all of our children are engaged in an inclusive, inspirational creative curriculum. We believe this will ensure our children are critical thinkers and lifelong curious learners.

6.51 History

Our pupils become critical thinkers by applying learnt and taught historical enquiry skills - they investigate first hand references by using the rich heritage right on their doorstep and beyond. They develop a better understanding about how historical claims are made through research, comparative studies, substantive and disciplinary knowledge.

6.52 Geography

Children at EWPS are exposed to a wide range of topics that encompass both human and physical geography, and develop their understanding of the world around them through their geography lessons. They grow as locators and researchers and develop their fieldworking skills in meaningful and purposeful ways. Through the geography curriculum, our learners have a sound understanding of geography in a variety of contexts, and feel confident to analyse and communicate their knowledge. They are able to differentiate between the substantive and disciplinary knowledge of the subject.

6.6 Maths

Children at Ellen Wilkinson Primary School are equipped to successfully apply their skills and knowledge to solve problems they encounter. They are confident with their fundamental mathematical skills. They are able to practise maths that becomes increasingly complex to aid their conceptual understanding to recall and apply their skills quickly and accurately.

Here at Ellen Wilkinson Primary School, we follow the Collins Busy Ants Mathematics scheme of work which supports our children to solve problems and develop mental calculation strategies, mathematical fluency and reasoning. Topics are taught and revisited several times over the course of the year to ensure consolidation and mastery are achieved. We aim to challenge all pupils to achieve to the best of their abilities. This is a cohesive programme of study that ensures progression and mastery in Mathematics. There are many opportunities for application of skills to real life contexts in order to ensure fluency in reasoning. We also explicitly teach arithmetic skills and children are given the opportunity to understand and apply their learning to the practicalities of the world around them.

We ensure that there is access for all in the classrooms through support, resources, visual aids, interventions, peer interventions and activities -some of which take place during the school day while others during an early morning booster. We provide students with Collins support tasks and stretch and challenge activities to support and challenge children of all abilities. The tasks set in the scheme increase in difficulty, which benefits the children in finding an appropriate starting point for them. Children use Freckle and Time Table Rock Stars regularly in school and as part of their homework to support their mathematical knowledge, with a key focus on strengthening their fluency in the times table.

6.7 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.

6.8 Music

At Ellen Wilkinson, children from Nursery up to Year 6 are taught using the Charanga program of music. Every child is taught several skills, including how to sing, compose, improvise and perform in different musical styles including (although not limited to) reggae, classical or Jazz. They learn music from different periods in history and from various places around the world. This encourages our children to be musically creative, whilst exploring their interests, global community and the compositions of others.

All children learn to play the ukulele in Year 3, which is taught by a music specialist. In EYFS and KS1 our SEND children will be given the opportunity to develop their communication and language skills through our weekly JAM sessions.

6.9 Physical Education Policy

Classes get two PE sessions a week; the progression grid outlines what is covered to ensure development of skills. Year 4 attend a 2 week intensive swimming program, run by 3 different instructors to ensure consistency of application of skills. This provides rigour and intensity. Some children in Year 5 will be chosen to further improve their skills, this also allows for children who are Mid Phase Arrivals to ensure they have not missed out on the opportunity. For further details please see the PE policy and progression grids

6.10 Personal, Social, Health Education

In PSHE at Ellen Wilkinson, we follow the Jigsaw scheme of work adapted to the local community and what is needed for our children. This supports children to develop positive relationships with themselves and others. The scheme has an emphasis on building resilience, mutual respect, physical and mental well-being, allowing children to develop self-awareness, social skills and strategies to manage their feelings.

6.11 Relationships, Sex & Health Education

The school uses the Jigsaw scheme of work which has been adapted to be in line with guidance from Newham 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 RSHE policy which outlines the provision in more detail. This has been reviewed in 2020 with a full community consultation.

6.12 Religious Education

The school follows the Local Authority agreed syllabus. There is a separate RE policy which outlines the provision in more detail.

6.12 Science

The school uses its own schemes of work which closely follows the national curriculum. This allows pupils to develop their working scientific skills as well as their knowledge and understanding, which enables them to be chemists, physicists and biologists in the future. Children partake in a range of practical and theoretical lessons to support their scientific inquiry enabling them to realise the impact science has on current issues and how science has impacted the world around us. They are given the opportunity to explore science based careers in order to develop interests and desires and see these as reachable aspirations. Children are encouraged to ask questions and seek answers using substantive and disciplinary knowledge to equip them to potential to be the solution finders of the future. These lessons support the school's ethos of equality and diversity and therefore include pioneers in science from around the world.

7. Equality in Diversity, Global Learning & British Values

In addition to subject specific coverage we believe our curriculum vision has three essential elements that are deliberately weaved throughout our curriculum.

7.1 Equity in Diversity

We believe we should be celebrating people of colour every day and the way to do this is through our curriculum. We are committed to continuing to develop what we teach and the role models we use as examples throughout the entire

year so that they reflect our school community and values. We do not believe this should be reduced to a single month and therefore our big question curriculum development has purposefully evolved to promote this.

We have committed to continue learning ourselves and encourage the community we serve to do the same. We will use this knowledge to empower current and future generations to be aware of and peacefully stand against racism, to be race-conscious and treat all people, irrespective of skin colour or race equally and fairly.

To support this development we are also working in partnership with other Newham Schools utilising Education4Change, a co-produced resource which supports schools with training, resources and ideas to support the

7.2 Global Education

Part of our curriculum vision is for children to understand their rights and responsibilities as global citizens. In order to do this the following five strands are woven into our big question curriculum.

- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

We are committed to making links internationally with other schools to continue to develop our Global Education, and to create purposeful learning opportunities that will develop the cultural capital for both our pupils and staff and allow for a more well rounded education.

7.2.1 British Values

The 5 British Values underpin our vision and values and in turn our curriculum. For further details of how we do this please see our website in the values and vision tab.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

7.3 Eco-Schools

Eco-Schools is a whole-school approach which supports children to develop a love of the outdoors and the skills to do so. We aim to build awareness of our world and help the children to realise their responsibilities to protect our environment, and to take their responsibilities as global citizens seriously. We also should teach that local actions have global consequences. Our students should actively engage in making a difference - becoming leaders for change. We work closely with Newham Council Environmental DEpartment, and continue our partnership with Tollgate Medical Centre as part of Beckton Community Air Quality Group, and Zero Carbon Schools to help us in delivering these aims, as well as improving our school's climate resilience.

8. 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

9. 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.

10. 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.

Pupils with SEND have SEND Support Plans in order to ensure that a round profile is accessible to the staff working with the pupils, the targets that they have are clear and the provision that needs to be in place in order to meet these targets is in place. The SEND Support Plans are updated regularly by the class teachers and shared with the support staff and parents, so that a continuous partnership with the parents/carers.

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

11. 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 and approved by the Governors Curriculum Committee on behalf of the Governing Body every three years or more frequently if changes are made.

12. 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 & Health Education
- RE policy
- PE Policy