

WESTFIELD PRIMARY SCHOOL

Curriculum Policy

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CURRICULUM POLICY

Introduction

At the heart of the work and purpose of Westfield Primary School, are our children. Our vision, is for all Westfield children to foster a '*Love of Learning and a Love of Life*,' enabling them to excel, be the best they can and achieve the necessary life skills for their future.

We have designed, and continue to evolve, our curriculum with great care in order to achieve our vision and ensure our values (PRIDE - positivity, respect, independence, diversity, excellence) underpin it. The curriculum is all the planned learning that we organise in order to promote knowledge, skills, personal growth and development. It meets the requirements of the National Curriculum and is designed to reflect the needs of our school and its community. It also covers the range of extra-curricular activities that the school organises in order to enrich the experiences of the children, and includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave.

Our Curriculum Rationale

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. We pledge to offer a range of exciting learning and life experiences.

Aims and Intent

Education should prepare the individual with the necessary life skills to become a successful member of our global society. Our curriculum is designed to do that.

Our curriculum:

- Encourages spiritual, moral, social, cultural, physical and emotional development for the well-being of each individual.

- Includes appreciating and valuing ourselves; our families; other people in the wider groups to which we belong; the diversity within our society; and the environment in which we live.
- Responds to the rapidly changing world in which we live and work.
- Enables each child to fulfil their potential academically and provide them with life skills, specifically the key skills of reading, writing and mathematics, as these are essential to understand and engage in the world around us.
- Is taught within overarching themes which are chosen to excite, motivate and interest the children.
- Equips our children with the knowledge and cultural capital they need to succeed in life.
- Promotes a positive attitude towards learning, that will last into the children's adult life.
- Ensures an equal and equitable access to learning for all pupils, with high expectations and ambitions for every pupil and appropriate levels of challenge and support.

Promoting a lifelong enjoyment of reading and a love of books underpins our curriculum and the use of high quality, exciting and stimulating texts is a key feature across the school. Our curriculum is broad and balanced, using appropriate resources, including texts that we believe celebrate and champion equality and diversity, whilst also challenge disadvantage and stereotyping.

Keeping healthy and safe in our modern world are key skills our children need to have. We teach our children about road, fire and water safety, as well as the vital skill of online safety. Through our curriculum, we encourage children to make healthy choices which will support them as they grow older. We also teach them about oral hygiene.

We further enrich the children's learning experience through the use of trips out, visitors in, workshops and specialist teachers in music and physical education. We invite professionals in who inspire our children. We also plan in and deliver regular themed weeks and days to further excite and inspire our children, for example, writing week, well-being week, maths week, book week, children's mental health awareness week, celebrating diversity week, anti-bullying week, superhero day, Stone age day, aspirations day etc.

Our large, well-equipped grounds provide a multitude of opportunities for outdoor learning. We also provide weekly 'Forest School-style' outdoor learning sessions for our Reception children.

Extra-curricular clubs - A range of clubs are offered at the start of each term. These are varied and can change, an example of clubs offered include: football, golf, karate Spanish, choir, coding, well-being, Lego, dodgeball, K'nex, mindfulness, tag-rugby, art, homework and booster clubs.

Implementation

The Early Years (see also our Early Years Policy)

The Reception Year is the final year of the Early Years Foundation Stage (EYFS). At Westfield Primary School we aim to help our young children achieve a love of learning and a love of life and be the best they can be, this begins with the Early Years Foundation Stage curriculum. We are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play.

Our curriculum is designed to be ambitious for our children, ensuring all our children gain the knowledge, self-belief and cultural capital they need to succeed in life. Our curriculum is carefully mapped out, planned and sequenced so that it builds on what the children can already do and what they know, while also considering the children's interests and the learning opportunities that come up 'in the moment', supporting them to acquire knowledge and skills for their future learning.

The EYFS comprises of seven areas of learning, these are made up of three prime areas and four specific areas:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We believe these seven areas are vital in order to promote the development of the 'whole child'. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities, starting from the child.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum (English, Maths, History, Geography, Music, Art and Design, Design Technology, Computing, Science, Physical Education, Modern Foreign Languages - French and Spanish (KS2)); the programmes of study for each subject are used for planning lessons. Under an overarching theme, usually linked to a high-quality text.
- The Surrey Agreed Syllabus for Religious Education. The RE curriculum reflects that the religious tradition in Great Britain is, in the main, Christian but it also incorporates the study of other world religions. Enabling our children to become more tolerant, responsible and reflective with regard to other people, their beliefs and the world around them. (Parents have the right to withdraw their child from assemblies and RE lessons.)
- Our PSHE (Learning for Life) curriculum has been developed to promote pupils' development in personal, social, health education and citizenship and is embedded across the curriculum with many opportunities for the children to experience the different aspects of this vital area. (See our Learning for Life Policy, Citizenship Policy and RSE Policy). Our varied programme of enrichment activities makes a significant contribution to this.

The Local Advisory Committee has an agreed policy for Relationships and Sex Education. Parents are informed when their child's year group will be studying this aspect of the curriculum. Parents wishing to withdraw their child from lessons which go beyond the statutory science curriculum (in Year 6) are able to do so.

The children's emotional well-being is a high priority for the school and this is embedded in the curriculum, while also providing many additional opportunities for the children to learn, recognise and manage their own well-being, for example weekly well-being time (incorporating the 5 ways to well-being), the Zones of Regulation (embedded in every class), 'worry bubbles', our Zen Den, bespoke lunchtime clubs and our Tranquillity Cove. (See our Well-being & Positive Mental Health Policy).

Phonics at Westfield (see also our Phonics Policy)

The school has a clear, consistent, whole school approach to the teaching of phonics. We know that high quality teaching of phonics is the key to developing independent readers and it is given the highest priority.

We want every child to be a reader, to learn to read quickly and continue to read widely and often. We use the Read Write Inc. Phonics programme, which delivers intensive and rapid phonics teaching and learning.

Literacy at Westfield (see also our Literacy Policy & Reading Policy)

Writing is taught throughout the school in a cross-curricular context, linking with Creative Curriculum topics wherever possible. In this way, children are taught the relevance of writing for a real purpose with a real audience.

Shared writing is an important learning opportunity to enable children to understand the process of writing. Teachers at Westfield Primary School regularly model the writing process, demonstrating how to select precise vocabulary, when to use particular punctuation and what to consider when trying to spell a word correctly. Shared writing also allows an opportunity to model editing work, checking for sense and redrafting.

Reading is recognised as a vital skill for all children and we work hard to ensure that all children are well taught and well supported in the process of learning to read. Above all, we want children to be passionate about reading and leave Westfield Primary School with a love of books, which will sustain their independent learning into adulthood. The key reading skills of decoding and comprehension are developed separately, although we recognise that both are crucial to successful reading.

Mathematics at Westfield (see also our Mathematics Calculations Policy)

Our curriculum promotes and develops the children's fluency in calculation. Children are encouraged to use a range of strategies and to consider the most appropriate strategy for any given calculation. At all stages of calculation, children need experience of concrete materials and to understand the connection between this and abstract forms of representation. We follow the Concrete, Pictorial, Abstract method of teaching in Maths. We teach to ensure that all pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing arguments, justification or proof using mathematical language so that they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Reasoning and Problem solving is a key element which is interwoven into maths lessons throughout the year groups and stages of calculation. Children are given a variety of rich problems to increase their fluency and understanding at a particular stage. The language of Maths is a key aspect to children's fluency and understanding and is explicitly taught and revised regularly.

Inclusion

We are an inclusive school and we endeavour to ensure that all of our pupils have an equal and equitable opportunity across the curriculum and in all areas of school experience. We take pride in the way in which we cater for all our children. Our curriculum delivery and policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

The curriculum is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children, as needed. If a child has a special educational need or disability, the school works hard to meet those needs, complying with the requirements set out in the Special Educational Needs and Disability Code of Practice 2014. Children are supported using an 'assess, plan, do and review' cycle. In most instances, quality first Wave 1 teaching, differentiated resources and educational opportunities (including support from additional adults) can be provided within the class setting. Children with SEN are monitored by the Inclusion Leader and SENCo and, for some children, appropriate external agencies will be consulted. Each SEN child has a Provision Map detailing achievable outcomes and the support provided in helping the child achieve their outcomes. These are updated termly after consultation with parents and any external specialist involved.

Impact, Assessment and Monitoring Arrangements (including roles & responsibilities)

The Head teacher maintains the overview of the curriculum and delegates day to day monitoring to subject leaders who report directly to the Head and SLT.

All class teachers, who are not ECTs (Year 1), have a subject responsibility. They monitor their subjects through regular quality assurance, including book looks, learning walks, pupil and staff surveys and audits. The information they gather feeds in to their action plans and subject reports. Subject leader reports and subject skills and progression documents are available on the school website. Subject leaders also feedback to the Local Advisory Committee, so that they can ensure the curriculum is broad, balanced and inclusive.

Members of the Local Advisory Committee will also undertake learning walks and meet with subject leaders to ensure they are fully informed and can act as a critical friend, as appropriate.

Formal National Assessment

- Reception Baseline test - the children will be assessed on the national baseline assessment within the first six weeks of starting school.
- Early Years Foundation Stage - The Foundation Stage Pupil Profile is completed at the end of the Reception Year with a summary of the child's achievements against the Early Learning Goals.
- The national Phonics screening check is carried out in the Summer term of Year 1. Children who did not achieve the national pass mark will retake the test in the summer term of Year 2.
- The national Multiplication check will be carried out when children are in Year 4.
- Key Stage 2 (Year 6) - Standardised Assessment Tests/Tasks and Teacher Assessment in English, Maths and Science take place in Year 6. A threshold is awarded and reported to parents.

Continuous Assessment

Continuous assessment by teachers happens in all year groups to determine whether a child has learned/achieved a particular concept. Termly assessments are done in Maths, Reading and GAPS, and are used to track progress through the National Curriculum thresholds using APP grids and recording them on ScholarPack. Teachers also use ScholarPack to track children's attainment and progress as part of an ongoing cycle.

Books looks and other assessment tools (for example Gridmaker) are used to monitor and assess other curriculum subjects.

Moderation is carried out in weekly PPA time, which teachers take in year groups. Cross school moderation is also carried out with schools in the EEEA Trust which Westfield is part of.

Parent evenings are arranged in the Autumn and Spring terms to discuss pupil progress. Half termly tracking sheets (reports) are shared with parents and a longer written report is made available to parents annually in the Summer term.

Links with other Policies and Documents

- EYFS Policy
- Teaching & Learning Policy
- Assessment and Fast Feedback Policy
- SEND Policy
- Equality Policy

- Well-being and Positive Mental Health Policy (including our well-being & positive mental health strategy)
- Subject Skills & Progression documents
- Subject Leaders Reports