



**Curriculum Policy**  
**June 2024**



## Curriculum Policy

<b>This policy will be reviewed annually</b>
Policy reviewed: May 2023 HJC
Next review: June 2024 HJC

This policy is applicable to all pupils, including those in the EYFS. This policy should be read in conjunction with the Early Years Foundation Stage Policy.

### Rationale

We believe that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging, challenging and academically stimulating. Pupils study a broad and balanced curriculum which is centred on the key skills of English and Mathematics, within a safe and nurturing environment.

As children progress through the school, we focus increasingly on academic skills, aiming to introduce them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their entrance examinations at 7+.

We take into account the ability of every pupil in order to ensure that each is challenged and their talents fostered in order to build their future education. When pupils leave the school we want to have equipped them with the confidence and independence needed to embrace the challenges of the next stage of their education and achieve their true potential.

### Aims

- To provide full time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, spiritual and creative education;
- To provide a broad, balanced, challenging, relevant and purposeful curriculum
- To build on pupils' prior experiences, skills knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- To gather information that is sufficiently comprehensive to enable the progress and achievement of pupils
- To identify individual pupils, groups of pupils and aspects of the curriculum which require particular attention
- To develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above
- To ensure provision for equal opportunities, cultural diversity and religious education
- To acknowledge that learning experiences occur 'outside' of school and recognise parents and carers are key partners in recording and informing of these (educators and partners)

- To ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis
- To effectively promote fundamental British values
- To provide opportunities for pupils to set their own targets and understand their next steps as learners
- To utilise digital literacy within the curriculum to enhance learning experiences
- To promote respect for other people paying particular regard to the protected characteristics set out in the Equality Act 2010.
- To ensure effective preparation of pupils for the opportunities, responsibilities and experiences for life in British society.
- To provide subject matter that is appropriate for the ages and aptitudes of pupils, including those pupils with an Education and Health Care Plan (EHCP);
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- To monitor pupils with an EHCP and provide education which fulfils its requirements;

The School aims to achieve the above by:

- Providing a curriculum which is broad, balanced, relevant, purposeful and age and ability appropriate;
- Creating and delivering a curriculum which is dynamic and flexible to changing needs.
- Building on pupils' prior experiences, skills, knowledge and understanding;
- Making explicit what is taught and how the intended teaching and learning will take place;
- Striving for our pupils and staff to experience and demonstrate continuous development, both socially and academically;
- Providing stimulating learning environments which will promote the acquisition of the necessary basic skills, including speaking, listening, literacy and numeracy skills;
- Working together in conjunction with the Head of Learning Enrichment (LE), class teacher, Head Teacher, parents and, where appropriate, other agencies to ensure its EHCP requirements are fulfilled;
- Providing opportunities for pupils to celebrate success and achievement;
- Employing a range of observation and assessment practices, to gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be tracked and evaluated;
- Using information from formative and summative assessments and observations to identify individual pupils, groups of pupils and aspects of the curriculum that require particular attention;
- Developing and implementing teaching and learning strategies that address the needs of pupils and aspects of the curriculum identified above;
- Giving pupils the opportunity to learn and understand basic life skills and take on responsibilities as appropriate;
- Providing equal opportunities and making provision for cultural diversity and religious education;
- Acknowledging and noting that learning experiences occur 'outside' school and recognising that parents and carers are key partners in informing the school of these;
- Ensuring the pupils' personal, social and health education (learning for life) is given strong emphasis in line with the School's aims and ethos and the *PSHE policy*.

## **The Quality of Education Provided**

- All pupils of compulsory school age attend school full time, unless specific medical reasons state otherwise.
- All pupils are supervised by school staff throughout the school day.

- The curriculum for Foundation Stage pupils is based on the seven areas of learning.

**Prime areas:**

- i) Personal, Social and Emotional Development;
- ii) Communication and Language;
- iii) Physical Development.

**Specific areas:**

- i) Literacy;
- ii) Mathematics;
- iii) Understanding the World;
- iv) Expressive arts and design.

The curriculum for Year 1 and 2 pupils ( Key Stage 1 ) is based on (but adapted for our individual setting) the programmes of study in the National Curriculum and the following subjects are generally taught in mixed ability classes by generalist teachers:

- i) English (including speaking, listening, literacy and drama)
- ii) Mathematics (numeracy)
- iii) Reasoning (verbal and non-verbal)
- iv) History and Geography (known collectively as 'Topic')
- v) Science
- vi) Computing
- vii) Learning for Life (PSHE and relationships)
- viii) RE
- viii) Art
- ix) Design Technology

The following are taught by specialist teachers:

- i) French
- ii) Music
- iii) Physical Education

Each subject has a separate policy document setting out the aims and objectives of the teaching and curriculum in that subject area which is supported by schemes of work. Subject co-ordinators and class teachers, in consultation with a member of the Senior Management Team (SLT), ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Schemes of work will be adapted, where necessary, to cater to the needs of pupils who have been identified as gifted and talented or those who require learning support including those with an EHCP. Individual Support Plans (ISPs) are created for pupils who require support to access the full curriculum. ISPs are created and reviewed by the class teacher in conjunction with the SENCO, parents/carers and the Head Teacher. The subject co-ordinators, SLT member and Class Teacher ensure the curriculum caters for the needs of individual children from all ethnic and cultural groups in order to ensure all pupils have the opportunity to learn and make progress. Further information about the support provided is set out in the *learning enrichment policy*.

The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically,

so that they become independent, responsible, useful, thoughtful, confident and considerate members of the community.

Throughout the school, learning for life is an integral part of the curriculum. It is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique and unpredictable nature of certain issues means that these will not always be reflected in formal planning.

### **Fundamental British Values**

Our policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Tolerance of others is actively promoted in all areas of the curriculum. Examples of such have also been specifically identified in the KSI learning for life curriculum and year group planning. Please also see the *safeguarding policy* and *spiritual moral social and cultural policy*.

The learning for life curriculum reflects the aims and ethos of the school. The children feel safe and confident to express their views and opinions. Staff strive to build on the children's personal strengths and strengthen their abilities in areas of weaknesses. Achievements are celebrated and valued and mistakes are recognised as positive learning opportunities from which to develop. Children are valued as individuals and therefore develop as individuals taking pride in themselves and their community. Parents are valued as partners in their child's education and they are seen as crucial and invaluable members of the school's community. We keep them informed about their child's progress through regular meetings and reports.

### **Extra-Curricular Activities**

There is a full and varied programme of extra-curricular activities as set out in the *extra curricular club policy*.

### **The School Day**

Opportunities for child-initiated play, both indoors and outdoors are integrated into the school day for the EYFS children. All pupils have daily timetabled playtimes.

<b>Class</b>	<b>The School Day</b>
Reception (EYFS)	8.40am – 3.15pm
Year 1	8.40am – 3.30pm
Year 2	8.40am – 3.30pm

### **The Structure of the Curriculum**

The Early Years Foundation Stage curriculum is delivered in Reception.

The Key Stage 1 curriculum is broadly planned in conjunction with the National Curriculum and requirements for entrance examinations at 7+ for independent day schools, with a particular emphasis given to English and Mathematics.

Regular meetings between subject co-ordinators, SLT and classroom teachers enable curriculum coherence, ensure suitable progression of learning through the years and facilitate curriculum change and development.

## **Staff Development**

There is a carefully monitored programme of staff development which enables the teachers and learning support assistants to deliver this curriculum effectively. This is set out in detail in *the professional development policy*.

## **Wellbeing**

We recognise that mental health is a crucial factor in overall wellbeing and can affect personal development, learning and achievement. We recognise that physical health, mental and emotional health are equally important and impact each other. We provide pupils with opportunities to learn skills and knowledge, including social and emotional skills to help support and maintain positive wellbeing. This allows and helps pupils to build self-confidence and be resilient learners. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one. Wellbeing is incorporated into every aspect of the school including each subject area. Pupils are encouraged to develop their own skill to regulate their own wellbeing.

## **SMSC and Fundamental British Values**

We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at WCPS.

The DfE have reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government sets out its definition of British values in the 2015 Prevent Strategy and these values are revised when necessary. At WCPS these values are reinforced regularly across all areas of the curriculum and the day-to-day life of the school.

### Links to other policies:

- Learning Enrichment policy
- PSHE Policy (Learning for life)
- Professional development policy
- SMSC Policy
- Safeguarding Policy